



# **Baton Rouge Community College**

## **Manual Courses and Curricula**

**2023-2024**



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## ACRONYMS USED IN THE MANUAL

**Table 1 Acronyms used in the Manual for Courses and Curricula**

<b>The acronym ____</b>	<b>stands for ____.</b>
AA	Associate of Arts
AAS	Associate of Applied Science
APR	Academic Program Review
AS	Associate of Science
BoR	Louisiana Board of Regents
BoS	Board of Supervisors, Louisiana Community and Technical College System
BRCC	Baton Rouge Community College
CAS	Certificate of Applied Science
CIP	Classification of Instructional Programs
CRINPROGA	Board of Regents' Inventory of BRCC's Active Programs
CRINPROGI	Board of Regents' Inventory of BRCC's Inactive (terminated) Programs
CTC	Career and Technical Certificate
CTS	Certificate of Technical Studies
DCA	BRCC's Director of Curriculum and Articulation
DoE	[United States] Department of Education
GELO	General Education Learning Outcome
GenEd	General Education
IBC	Industry-based Certification
LCTCS	Louisiana Community and Technical College System
LWC	Louisiana Workforce Commission
MCAM	Board of Regents' Master Course Articulation Matrix
MOU	Memorandum of Understanding
POAM	Program Outcomes Assessment Map
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
LO(s)	Learning Outcome(s) (course-level)
PLOs	Program Learning Outcome(s) (for certificate, technical diploma, degree)
Provost/VCWSD	Provost/Vice Chancellor for Workforce and Student Development
TD	Technical Diploma
VA	[United States] Department of Veteran's Affairs
VCFA	BRCC's Vice Chancellor for Finance and Administration



## INTRODUCTION

By the authority of the College's governing board, the Board of Supervisors (BoS) for the Louisiana Community and Technical College System (LCTCS) and BRCC's Office of the Provost/Vice Chancellor for Workforce and Student Development (Provost/VCWSD), in accordance with the College's commitment to uphold curriculum-related principles of accreditation as a member institution of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), faculty of Baton Rouge Community College (BRCC) are responsible for (1) establishing, reviewing, maintaining, and revising the College's credit courses and programs, and (2) assuring that the courses, programs, and procedures are consistent with the policies of the College, BoS, the Board of Regents (BoR), Louisiana's coordinating body for public postsecondary education, SACSCOC, and with the Mission of the College. The Faculty Senate Committee for Courses and Curricula (from this point forward, referred to as the Curriculum Committee) is responsible for all operational management of the curriculum review and development process.

## THE ROLE OF FACULTY, CURRICULUM COMMITTEE, AND ADMINISTRATION

The development of curriculum is an important responsibility of the faculty and the administration. All proposals for program and course additions, modifications, and deletions are initiated by faculty and reviewed and approved by department chairs and division deans prior to submission to the Curriculum Committee chair and the Director of Curriculum and Articulation (DCA). Proposals approved by the Curriculum Committee and/or chair are forwarded by the DCA to the Provost/VCWSD for review. Critical to the process are the awareness of, and adherence to, the constitution and by-laws of the BRCC Faculty Senate, and all curriculum-related policies and principles of the College, BoS, BoR, and SACSCOC (summarized in [Appendix A](#)). The specific procedures and responsibilities for developing the College curriculum are outlined in this manual.

## CURRICULUM COMMITTEE CHARGE

The charges of the Curriculum Committee are to:

1. review proposed actions on all for-credit programs and courses;
2. notify the appropriate divisions and the Provost/VCWSD of all decisions and recommendations reached by the committee; and
3. establish sub-committees (with representation from the discipline(s) involved) to perform tasks related to curriculum development and maintenance.

## MEMBERSHIP

The Faculty Senate Committee on Committees recommends members interested in serving on the Curriculum Committee to the Faculty Senate Executive Cabinet, with the goal of ensuring representation from each academic division, as follows:

- I. Voting Members
  - A. Faculty representing academic divisions
    - i) The number of representatives for each division is determined by the division's number of full-time faculty. Each division is permitted one representative on the committee for every seven full-time faculty members.
    - ii) New divisions may initially be represented by one full-time faculty member.
  - B. Chair and Secretary. The chair and secretary may be from any division; neither counts as a representative of a divisions on the committee. For example, a chair who is a faculty member in Liberal Arts does not count as one of the four committee members representing Liberal Arts.
  
- II. Ex-Officio Members
  - A. The immediate past chair of the Curriculum Committee
  - B. One full-time faculty member representing the Faculty Senate General Education Committee
  - C. One full-time faculty member representing the Faculty Senate Assessment Committee
  - D. The Provost/VCWSD or a representative of the Office of the Provost/VCWSD.

**RESPONSIBILITIES OF THE COMMITTEE CHAIR and SECRETARY**

The Curriculum Committee chair

- (1) schedules and publishes the dates for meetings and proposal deadlines;
- (2) reserves the room in which the committee meets (on-site or virtual meetings);
- (3) receives all proposals approved and sent by the deans and ensures that the DCA receives them as well;
- (4) prepares the agenda for each meeting, informs the Curriculum Committee members when proposals are ready for review, and informs faculty submitter(s) of the meeting date, time, and location;
- (5) leads each meeting of the Curriculum Committee, summarizes the committee's recommendations for needed modifications to the proposal documents, and provides a deadline for completion of needed document modifications;
- (6) forwards all completed proposal documents to the DCA for final review; and
- (7) completes the meeting minutes, sends minutes to the Provost/VCWSD and deans (monthly), archives minutes in the electronic file cabinet for Courses and Curricula (in the Faculty Senate course in the Colleges Learning Management System or LMS), and provides a summary report of approved actions to the Faculty Senate at the end of each semester.

The Curriculum Committee Secretary

- (1) proof-reads all proposal documents provided to the committee members for review,
- (2) records the minutes during each Curriculum Committee meeting, and
- (3) submits the minutes to the Chair and DCA for review after each meeting.



Proposals must be sent to the Curriculum Committee chair and DCA by the dean of the faculty submitter's division (or by the Provost/VCWSD if a dean position is vacant or the faculty and staff supporting the courses and program in a specific discipline report directly to that administrator) via email with the dean's or Provost/VCWSD's approval indicated in the text of the email. Proposals will not be accepted from department chairs, program managers, or faculty submitters. Proposals must be submitted by the published deadline for a given meeting; late proposals may be reviewed for the next regularly scheduled meeting of the Curriculum Committee unless the deadline missed was for the final meeting of a spring term (in which case resubmission closer to the August meeting may be required or requested).

The initial review of proposals is the joint responsibility of the Curriculum Committee chair and the DCA. During the first year of the Curriculum Committee chair's three-year tenure, the chair is expected to be dependent on the DCA for assistance in learning the process of proposal review; by the third year, the chair is expected to be able to complete proposal reviews with minimal assistance from the DCA. A summary of suggestions, corrections, and/or questions will be sent by the reviewer(s) to the faculty submitter, department chair, program manager, and division dean, along with a deadline for submitting the revised proposal to the DCA. Completion of corrections and suggested modifications is the responsibility of the faculty submitter – not of the DCA, Curriculum Committee chair, or secretary of the Curriculum Committee. The DCA and Curriculum Committee chair have the authority to reject proposals that are incomplete, inconsistent with College, LCTCS, and/or BoR policies, that have major word-processing errors, that have not been resubmitted with requested corrections by a stated deadline, and/or if the final documents are not submitted in print-ready condition. A faculty submitter in need of assistance with word processing should seek help within the individual's department or division.

Upon approval of the proposed actions by the Curriculum Committee, the DCA (1) forwards all completed proposals to the Provost/VCWSD (and the Vice Chancellor for Finance and Administration (VCFA) as needed) for final review, (2) facilitates communication of approved actions to the Office of the Registrar, (3) informs the division of origin of approvals, (4) works with the Senior Web Developer to update master syllabi on the BRCC website, and (5) facilitates the preparation of documents for proposals that require state-level approval (LCTCS, BoR) as well as by SACSCOC.

### TERMS OF OFFICE

Faculty members serve staggered three-year terms. The chair and secretary also serve three-year terms. Under extraordinary circumstances, members may be re-appointed by recommendation by the Committee on Committees to the Faculty Senate Executive Cabinet.

### MEETINGS

The Curriculum Committee meets a minimum of seven (7) times per academic year. Meetings are held when classes are in session during the fall and spring semesters, on the first Thursday of the month. The Curriculum Committee chair prepares a schedule of meetings for

the upcoming academic year by the end of each spring semester and distributes the schedule to faculty, department chairs, program managers, and division deans before graduation in May.

### THE CURRICULUM COMMITTEE and the BRCC *Catalog*

Courses and programs of study listed in the BRCC *Catalog*, with the exception of the Louisiana Transfer degrees ([see next section](#)), have been approved through the curriculum development and review processes outlined in this manual.

In order for curricular actions to be represented in the BRCC *Catalog*:

- all new programs must be approved by the Curriculum Committee, Provost/VCWSD, VCFA, and LCTCS by the date of publication of the *Catalog* in the spring semester;
  - New programs that require the completion of General Education (GenEd) courses<sup>1</sup> must be approved by the BoR following approval by LCTCS.
    - The addition of a new program of study may constitute a substantive change and thus will require approval by SACSCOC before implementation; see [Appendix D](#) and <https://sacscoc.org/accrediting-standards/substantive-changes/>.
- modification of an existing program must be approved by the Curriculum Committee, Provost/VCWSD, and may also require approval by LCTCS, the BoR, and SACSCOC;
- new courses must be approved by the Curriculum Committee and Provost/VCWSD<sup>2</sup>; and
- modifications to existing courses must be approved by the Curriculum Committee and the Provost/VCWSD<sup>4</sup>.

Dormant program(s) and/or course(s) may be closed to enrollment and suspended from the BRCC *Catalog* (see [BRCC's Academic Affairs policy 1.4280, College Catalog](#), and [1.7050, Closing a Program](#)).

The Office of the Provost/VCWSD is responsible for communicating approved curricular actions to BRCC's SACSCOC Accreditation Liaison, the LCTCS BoS, and the BoR. When all required approvals have been obtained, changes may be made in Banner, to the BRCC application for admission, the College's website, the BRCC *Catalog*, and on public media. If a substantive change prospectus has been sent to SACSCOC for the addition of a new program, any mention of the program in BRCC publications, including the website, must qualify the

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<sup>1</sup> As defined by the BoR ([Appendix C](#)), the programs of study that BRCC may offer that require General Education courses are associate degrees, the certificate of general studies (CGS), and certificates of applied science (CAS).

<sup>2</sup> If the new course is intended to be a GenEd course, it must be approved by the GenEd Committee after being approved by the Curriculum Committee (see section on [General Education \(GenEd\) Courses](#)). If the new course is to include a student fee, or if a new student fee is to be added to an existing course, approval by the VCFA is required.

<sup>3</sup> Course additions and deletions are reported to but do not require the approval of the BoS and the BoR.

<sup>4</sup> Modifications to and deletion of a GenEd course must be approved by the GenEd Committee before being submitted to the Curriculum Chair, unless otherwise directed by the GenEd Chair.

program as “pending approval by SACSCOC”. Financial aid may not be disbursed to eligible students until BRCC receives approval from the United States Department of Education (DoE) under Title IV.

The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog* for which all processes are complete by the deadline published for catalog edits (see [Timelines](#)).

## LOUISIANA TRANSFER DEGREES

The Louisiana BoR has developed two associate-level transfer degrees: the Associate of Arts Louisiana Transfer Degree (AALT), and the Associate of Science Louisiana Transfer degree (ASLT; [https://www.mybrcc.edu/academic\\_affairs/ltd.php](https://www.mybrcc.edu/academic_affairs/ltd.php)). The transfer degrees “are offered by 2-year or community colleges as an interim step to the bachelor’s degree. They allow students to complete the first 60 hours of college work toward a 4-year degree while attending a 2-year or community college. The degrees are designed to give students the foundation to earn a bachelor’s degree and to help students make wise choices about the majors that are best for them”.

BRCC offers the AALT (Criminal Justice, Fine Arts, General Business, Humanities, and Social Sciences concentrations) and the ASLT (Biological Sciences and Physical Sciences concentrations). BRCC is not authorized to either modify the requirements of or develop concentrations within Louisiana Transfer degrees. BRCC may, however, modify the electives available to students for completing the Louisiana Transfer Degrees. Consequently, the Curriculum Committee will not accept or review proposals to modify the requirements for completion of Louisiana Transfer Degrees, but will review proposals to address the electives available to students for completing the concentrations.

## ARTICULATION AGREEMENTS

The LCTCS BoS “authorizes and encourages institutions to enter into transfer, articulation and other cooperative agreements with educational entities within and outside of the State of Louisiana” ([LCTCS Academic policy 1.017](#)).

*Articulation* is defined as a process whereby courses, credit, and/or credentials are given “pre-approval” status as transferable between or among institutions. *Articulation agreements* are defined as documents created by the institutional parties granting the articulation (pre-approval status) or substitution of coursework, credit, and/or credentials.

### *Articulation Agreements at the Program Level*

Articulation agreements between BRCC and specific four-year institutions “are generally developed in order to meet the needs of student cohorts rather than individual students. Quality articulation agreements are designed to minimize students' duplication of instructional coursework and to streamline students' courses of program study and are most effectively developed at the faculty-to-faculty coupled *with* administrator-to-administrator level” ([LCTCS](#)

[Academic policy 1.017](#)). ‘Student cohort’ refers to BRCC students enrolled in or who have declared a specific program of study at BRCC, such as the Business Associate of Science (AS) or the Diagnostic Medical Sonography Associate of Applied Science (AAS). Programmatic articulation agreements such as Memoranda of Understanding (MOU) and 2+2 Agreements are typically established between BRCC and four-year institutions to foster the completion of a baccalaureate degree by identifying course equivalents through the sophomore level. It is important to recognize that the articulation agreements for programs facilitate the transfer of credits for equivalent *courses* offered at the two institutions rather than the transfer of the program<sup>5</sup>. Articulation agreements are initiated by the deans, with the assistance and support of the department chair and/or program manager and faculty teaching courses corresponding to the title of the program of study (*e.g.*, Business, Criminal Justice), as well as the dean’s counterpart at the four-year institution. Articulation agreements are typically signed by BRCC’s Chancellor, Provost/VCWSD, and the dean responsible for oversight of the BRCC program and by their peers at the transfer institution.

In the Needs Assessment phase of curricular action for associate degrees, the following information must be included: (1) for a new degree, information regarding opportunities for the development of articulation agreements; (2) the impact of proposed modifications on existing articulation agreements; and (3) for a proposal to delete an existing degree for which an articulation agreement exists, information regarding how the deletion will be communicated to the transfer institution.

[A list of articulation agreements currently established between BRCC and institutions with related bachelor’s degree programs may be found on the BRCC website](#) as well as in the BRCC *Catalog*. Questions about articulation agreements and/or MOUs should be directed to the Office of the Provost/VCWSD.

#### *Articulation of Individual Courses*

To facilitate the transfer of individual courses within Louisiana’s postsecondary institutions, the BoR has developed a Statewide Master Course Articulation Matrix (MCAM) in which course equivalencies are identified ([view at or download from the BoR website](#)). The MCAM is extensive but does not include all courses taught at all institutions and is not restricted to General Education courses.

For individual courses not listed in the BoR MCAM, the faculty submitter is responsible for contacting the transfer institution and obtaining support for the development of the course from the corresponding department. The contact at the transfer institution presents the BRCC course to the appropriate committee to discuss equivalency. If equivalency is recognized, the transfer institution provides documentation of the equivalency to BRCC’s faculty submitter. At the time of submission of the proposal of a new course, the faculty submitter must, at minimum, provide evidence of consideration of the new course at the transfer institution. Documentation of equivalency from the transfer institution becomes part of the course archive housed in the Office

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<sup>5</sup> A graduate of BRCC may still need to apply for acceptance into the four-year institution’s program associated with the articulation agreement following admission to that college or university.

of the Provost/VCWSD. Ultimately, the faculty submitter is responsible for researching the articulation process for each transfer institution.

The LCTCS BoS strongly encourages all institutions of higher education, particularly among LCTCS institutions, to create a student-friendly transfer environment, particularly among LCTCS institutions, and supports the workforce needs of the state. Mandates of the Board for common course content, numbering, descriptions, along with common Faculty Qualifications for teaching courses in a given discipline are described in the [LCTCS Academic policy 1.017](#).

## OVERVIEW OF THE BRCC CURRICULUM DEVELOPMENT PROCESS

### FORMS

- There is a curriculum form for each type of proposed action at the program level (addition, modification, deletion).
- There are two templates for preparing the program outline or program of study for the BRCC *Catalog*, both of which include a section for a program description, completion requirements, program outcomes, and suggested semester-by-semester course sequence. One template is used for listing only semester credit hours for courses and the total credit hours for the program of study; the other is used for programs for which, in addition to semester credit hours, an external accrediting agency also requires specific contact hours of instruction for the program of study.
- There is a curriculum form for each type of proposed action at the individual course level (addition, modification, deletion).
- There are two templates for master syllabi – one without, and one with, a place for entering the General Education Learning Outcome (GELO) supported by the course.
- There is an Acknowledgement Form to be signed by faculty teaching the same course and/or teaching major and required, related courses in the program. The form may also be signed by faculty and/or staff in other units that are likely to be impacted by the proposed action. By signing the Acknowledgement Form, faculty provide evidence of their awareness of the proposed curricular actions initiated for their program and/or in their department/division.
- In completing all forms and templates, all acronyms must be preceded by the terms on which the acronym is based.

All BRCC curriculum forms, master syllabus templates, and templates for the program outlines for the catalog are [published on the BRCC website](#). The utility of each form is described in the sections covering [procedures for programs](#) and [for courses](#).

## CLASSIFICATION OF INSTRUCTIONAL PROGRAMS: CIP codes

What is the CIP?

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

*From the "CIP user site" (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>)*

The curriculum forms for programs and for courses must include an appropriate CIP code. CIP codes may be researched on the [CIP user site](#) maintained by the National Center for Educational Statistics (NCES); tracking is performed by the Integrated Postsecondary Education Data System (IPEDS). According to NCES, Congress uses educational statistics, including CIP data, "to plan federal education programs, to apportion federal funds among the states, and to serve the needs of constituents" (<http://nces.ed.gov/Pressrelease/amex.asp>). Proper assignment of CIP codes to programs is important for accurate annual reporting of student completion of BRCC programs to IPEDS. BRCC regularly reports the number of students completing each program, by CIP code, to both LCTCS ([LCTCS Academic policy 1.047](#)) and the BoR ([Academic Affairs policy 2.06](#)).

All master syllabi include a CIP code<sup>6</sup>, as do all existing programs of study<sup>7</sup>. When preparing proposals for new courses and/or programs, the faculty submitter is expected to research the CIP code for the proposed curricular action and to obtain confirmation of the code from the department chair, program manager, division dean, and/or the Curriculum Committee chair.

### GENERAL GUIDELINES for SUBMITTING PROPOSALS

The faculty submitter is responsible for preparing and submitting proposal documents; however, *all* faculty teaching courses in the same and related disciplines are invited and encouraged to be involved in discussions, and to signify their acknowledgement of the proposed action. The faculty submitter, department chair, program manager, and division dean are responsible for communicating any proposed curricular action that may impact another department or division to the corresponding dean(s). If a dean has an objection to a proposed curricular action initiated by another division, the proposal is to be returned to the faculty submitter, department chair, program manager, and dean of the initiating division with specific recommendations and/or requests. Revised proposals are resubmitted to the Curriculum Committee chair and DCA.

All proposals for the modification of program outcomes, for the addition of a new program or course, for the modification or deletion of an existing program or course, and for the modification of the program information in the BRCC *Catalog*, must be submitted to the

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<sup>6</sup> [Master syllabi are posted on the BRCC website.](#)

<sup>7</sup> On the BRCC website, at [http://www.mybrcc.edu/academics/programs\\_and\\_courses.php](http://www.mybrcc.edu/academics/programs_and_courses.php). CIP data is reported by BRCC to LCTCS and the BoR, and must be available to SACSCOC on the BRCC website.

Curriculum Committee chair and DCA. All documents required for a given proposal must first be sent by the faculty submitter to the department chair<sup>8</sup> for approval. The department chair is responsible for reviewing the proposal and ensuring that it is complete prior to forwarding the documents with approval indicated to the division dean. The dean is responsible for electronic delivery of approval along with all of the documents to the Curriculum Committee chair and DCA by the published deadline for a given meeting<sup>9</sup>. Each proposal will be recorded and scheduled for consideration by the Curriculum Committee chair.

## APPROVALS REQUIRED for PROPOSED CURRICULAR ACTIONS

The approvals required for implementation of each type of action described in this Manual are summarized in Table 2.

**Table 2 Approvals Required for Each Type of Proposed Curricular Action**

Proposed action	Curriculum Committee	VC <sup>1</sup>	LCTCS <sup>2</sup>	BoR <sup>3</sup>	External accreditation <sup>4</sup>	SACSCOC <sup>5</sup>	DoE <sup>6</sup> / VA <sup>7</sup>
Add a new program	✓	Provost, FA	✓	✓	Program-dependent	✓	✓
Modify existing program	✓	Provost	✓	✓	Program-dependent	(as needed)	
Modifying Program Outcomes	✓	Provost			(as needed)		
Delete existing program	✓	Provost	✓	✓	Program-dependent	✓	✓
Add a new course	✓	Provost; FA	✓	✓	Program-dependent		
Modify existing course	✓	Provost; FA	(as needed)		Program-dependent		
Delete existing course	✓	Provost	✓		Program-dependent		

- 1 Provost = Vice Chancellor for Workforce and Student Development; FA = Finance and Administration (for a BoR Budget or a student fee)
- 2 Notification of and approval by the LCTCS Office for Education, Training, and Student Affairs required in all cases; approval by the BoS will be required in most but not all cases.
- 3 Approval by the full Board required for all new programs that include GenEd courses; BoR Staff approve Routine Requests (see BoR Academic Affairs policies ([2.15](#) or [Appendix C](#), and [2.17](#)).
- 4 See [BoR Academic Affairs Policy 2.13](#) to determine whether external accreditation is optional, recommended, or mandatory. Click [here](#) to determine if the programmatic accrediting agency is recognized by the DoE.
- 5 Required if requested action is considered a substantive change (see [Appendix D](#), the [BRCC web site](#), and the [SACSCOC Substantive Change Policy](#). Consult BRCC's SACSCOC Accreditation Liaison).
- 6 Approval required for non-degree programs for financial aid under Title IV and notification required when an award-eligible program is deleted.
- 7 VA = United States Department of Veteran's Affairs. Approval required for non-degree programs in order for students eligible for VA Educational Benefits to apply those benefits to their tuition and fees.

<sup>8</sup> If the division does not have department chairs, proposals are submitted directly to the dean.

<sup>9</sup> The division dean is responsible for ensuring that the proposal documents are sent to the Curriculum Committee chair and to the DCA by the deadline. Proposals should be submitted via email from a desk- or laptop computer owned by BRCC or remotely connected to the College's network: proposals sent to the Curriculum Chair and the DCA via a personal cell phone that do not arrive by the deadline will be considered late, and review will be scheduled for the subsequent meeting of the Curriculum Committee.

## TIMELINES

- The deadlines for electronic submission of the appropriate documents for each type of proposed action to the Curriculum Committee chair and DCA are sent to faculty, department chairs, program managers, and deans prior to the beginning of each academic year.
- Proposals are made available to Curriculum Committee members approximately one week prior to the meeting. Committee members review the proposals prior to the meeting and come to the meeting with questions and/or recommendations.
- A faculty submitter (or proxy) required to present the proposed action before the Curriculum Committee will be notified by the Curriculum Committee chair and, whenever possible, given a week's notice of the meeting date, time, and location.
- A proposal for a new program must be submitted by the deadline for the September meeting of the Curriculum Committee one year prior to the fall term and year of proposed implementation (see [Appendix B](#)).
- A proposal for the modification of an existing program must be submitted by the deadline for the September meeting of the Curriculum Committee one year prior to the fall term and year proposed for implementation.
- A proposal for the deletion of an existing program must be submitted in accordance with the timeline appropriate for the entity making the decision for the program deletion, the rationale for the deletion, and receipt of approval by SACSCOC of the substantive change.
- A proposal for the addition of a new course may be submitted at any time during the fall or spring semesters. If a student fee is requested for the course, the faculty submitter, department chair, program manager, and division dean must understand that the fee approval may not be granted in time for the course to be offered the following semester. If the addition of the new course impacts the assessment of an existing program and/or the program of study as it is published in the BRCC catalog, the submission of the proposal for the new course must be accompanied by a proposal to modify the existing program, along with the current and proposed, revised program outcomes assessment maps ([Appendix B](#)).
- A proposal for the modification of an existing course must be submitted by the published deadline for the final meeting of the academic year (April or May) for implementation the following spring, and by the published deadline for the final meeting of the fall semester of an academic year (November or December) for implementation the following summer and/or fall semester. If the proposed action(s) include addition of a student fee for the first time, the approval process may be delayed such that the addition of the student fee may not be possible for two semesters. If the proposed modification impacts the assessment of one or more programs of study, the proposal must be submitted by the deadline for the September meeting of the Curriculum Committee one year prior to implementation ([Appendix B](#)).
- A proposal for the deletion of an existing course may be submitted at any time during the fall or spring semester. If the deletion of the course impacts the assessment of an existing program, the proposal must be submitted by the deadline for the September meeting of the Curriculum Committee one year prior to implementation. If a course is being deleted



due to the termination of a program, the desired date of implementation may be the same as the implementation date for the program deletion or later, depending on the expected completion date for the program Teach Out<sup>10</sup>.

- The deadline for submitting proposed actions to be included in the next BRCC *Catalog* is the same as for the final meeting of the fall semester of the academic year preceding the publication of the next catalog. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*. Only the curricular actions for which all approvals have been confirmed by the publication deadline will be included in the BRCC *Catalog* for the upcoming academic year.

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<sup>10</sup> “Teach Out” refers to semester-by-semester plan for students to complete a program that is to be closed to new enrollment and ultimately to be deleted. See [BRCC’s Academic Affairs Policy 1.7050, Closing a Program](#), for further details.

## PROCEDURES for PROGRAMS

Development of programs of study – career and technical certificates (CTCs), certificates of technical studies (CTSs), certificates of applied science (CASs), the certificate of General Studies (CGS), technical diplomas (TDs), and associate degrees (associate of arts, AA; associate of science, AS; and associate of applied science, AAS) – is the joint responsibility of faculty, program managers, department chairs, division deans, advisory board(s)/committee(s), the Curriculum Committee, the Provost and other Vice Chancellors, Chancellor, the BoS, and the BoR. Programs consist of one or more specific college-level credit courses to be completed by students. Upon successful completion of the program of study, a student receives the award earned (CTC, CTS, CAS, CGS, TD, AA, AAS, or AS). Determination of program requirements involves a review of accreditation requirements (programmatic and/or institutional), state rules, degree transferability, and local, regional, and state-wide business and industry needs.

Program development encompasses program addition, modification, and deletion. At any stage of program development, compliance with SACSCOC *Principles of Accreditation* and with the policies of the College, the LCTCS BoS, and the BoR warrants regular consideration of the program characteristics listed below. If faculty and administrators recognize the need for curricular action upon analysis of the results of program outcomes assessment, preparing for initial or continued programmatic accreditation, or other review, the following may serve as guidelines or as prompts for initiating curricular action(s):

1. The purpose and goals of the program must be consistent with the Mission of BRCC, concise, and stated clearly in two or three sentences that may be used for the description of the program in the BRCC *Catalog*.
2. The program outcomes should be consistent with the purpose, goal(s), and award level of the program and must reflect the expected knowledge, skills, and abilities of students successfully completing the program.
3. The criteria for assessing the program outcomes should be clear, adequately measure whether outcomes/goals have been met, and agreed upon by program faculty.
4. If admission to the program will be or is selective or restrictive, eligibility for admission should be clearly stated and suitable for the BRCC *Catalog*.
5. Review the [BoR policy on accreditation classification for programs](#) (i.e., mandatory, recommended, or optional), and review the [programmatic accreditation status](#). Review the [DoE's database of specialized, programmatic accrediting agencies](#) to determine if the program's accrediting agency is on the list or newly added to the list. Alert BRCC's SACSCOC Accreditation Liaison of any change in status of the specialized, programmatic accrediting agency on the list and of any change in the accreditation status of BRCC's program with the specialized accrediting agency.
6. Review the required and elective courses in the program of study for coherence in the sequencing of courses. The sequencing of courses must demonstrate a relationship to course numbering, course pre-requisites, and the expectations of students successfully completing the courses (expected competencies for courses must align with the program outcomes and the award level). As students progress through the program of study, the content of the program should demand increasing levels of integration of knowledge; student learning should advance, and critical skills should improve.

## ADDING A NEW PROGRAM

The procedure for adding a new program to the BRCC curriculum inventory is described below and outlined in [Figure 1](#). Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to the curriculum development process ([Appendix A](#)), and are encouraged to refer to the overview and checklist for the addition of a new program provided in [Appendix E](#). Note that the BoR requires submission of plans for addition of new associate degrees in advance of submission of any proposals (BoR [Academic Affairs Policy 2.04, Academic planning and Degree Program Proposals](#)). Any new program outside the scope of BRCC's current accreditation by SACSCOC must be approved by the SACSCOC Board of Trustees prior to implementation. New programs may be entered on the BRCC application for admission and advertised as open to registration and student enrollment ***only*** after all necessary approvals have been obtained.

### Needs Assessment

1. Identify and be prepared to justify the need for the program in the community and the cost to the College of implementing the program. The faculty submitter should discuss the proposal with the department chair, program manager, division dean and with appropriate faculty who teach in the discipline or in a related area. Conversations regarding need must include the Provost/VCWSD, VCFA, and Chancellor.
  - a) If an advisory board/committee for the program is considered appropriate, potential members should be identified and sent requests for interest, suggestions, and feedback.
  - b) The proposal for a new program well supported by faculty and the greater Baton Rouge community may not be approved, or a recommendation may be made to postpone the submission, if the College does not have the financial or other resources to support it.
  - c) The mission of BRCC is “to be the preferred provider of talent for a global marketplace”; the mission of the LCTCS is “to improve the lives of individuals through the transformative power of education and to build thriving communities throughout Louisiana through accessible, relevant programs and collaborative partnerships for strengthening workforce and economic development”. The availability of jobs for graduates must be researched and provided. The Board of Supervisors for LCTCS favors programs that prepare students for high-skill, high-demand, high-wage jobs, often referred to as Tier One jobs. The [Louisiana Workforce Commission \(LWC\) has developed a web page](#) where a viewer may assess the regional availability of, training for, and the “star” rating (from 1 to 5, low to high) and anticipated wages for jobs in the State<sup>11</sup>. Tier One jobs are awarded 5-star and 4-star ratings by the LWC. If the new program has a star rating lower than 4,

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<sup>11</sup> LCTCS may challenge the submission of, and may not approve the proposal for, a new program that does not prepare students for Tier One jobs. Examples of BRCC programs that do prepare students for Tier One jobs include the Diagnostic Medical Sonography AAS (5-star) and the Computer Science AS (5-star).

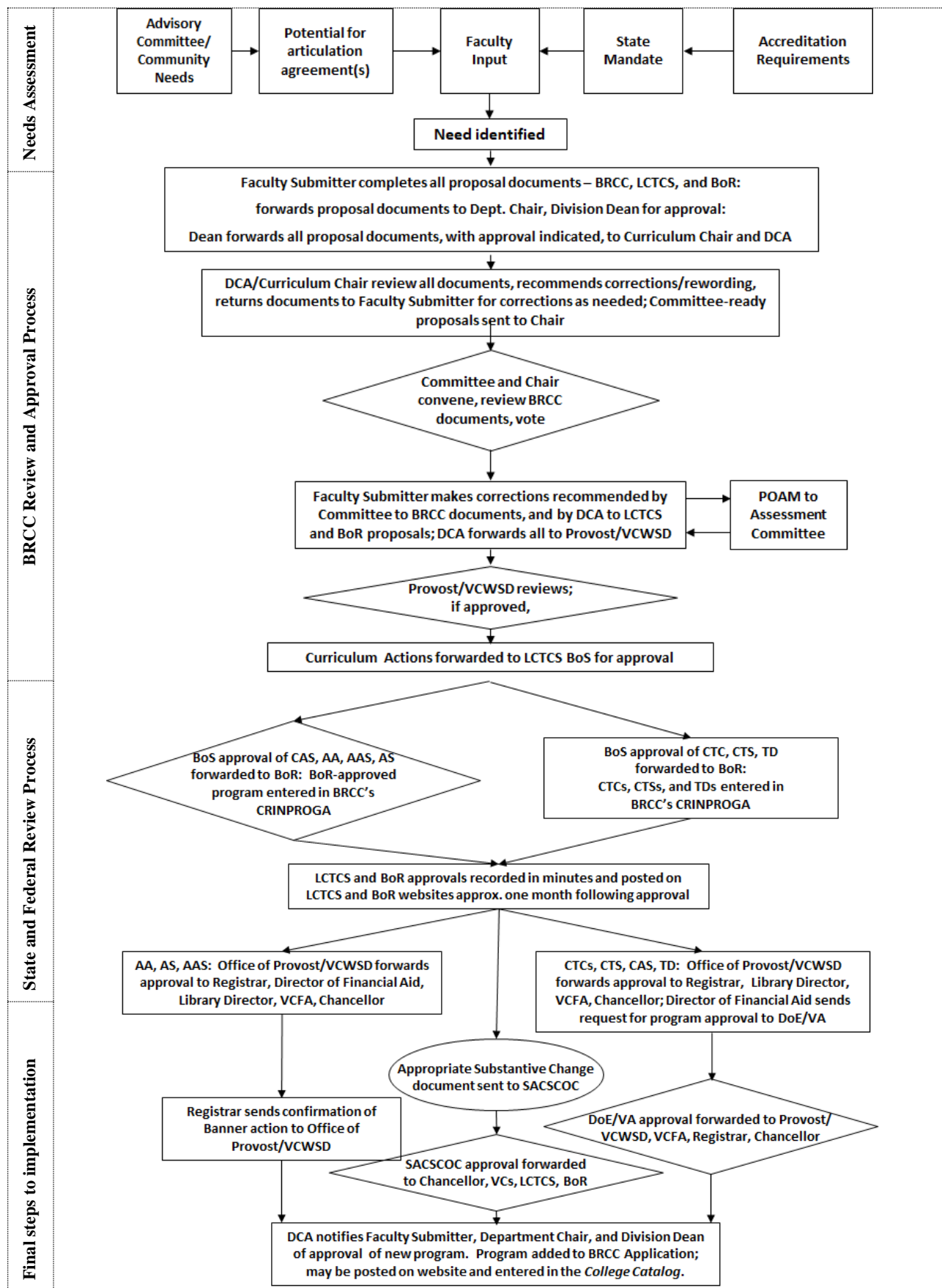


Figure 1: Process for Addition of a New Program

- justification for adding the program must be strong and include ample evidence of support for the proposal to be reviewed by the LCTCS BoS.
- d) Determine the award level of the program based on the desired outcome(s) for the students. Refer to the [BoR Academic Affairs Policy 2.15](#), Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates (see [Appendix C](#)) to match the outcomes of the proposed program to the appropriate award level.
  - e) Determine if accreditation for the program is considered by the BoR to be mandatory, recommended, or optional for the proposed award level (described in [BoR Academic Affairs Policy 2.13](#), with the agencies and requirements summarized in the “[Master Listing of Approved Academic Program Accrediting Agencies & Required Regents’ Policy](#)”). If accreditation is mandatory, develop a timeline for achieving accreditation.
  - f) [Determine if the accrediting agency for the program is recognized by the DoE](#). If it is, notify BRCC’s SACSCOC Accreditation Liaison so that the programmatic accreditation becomes part of the documentation provided to SACSCOC for continued institutional accreditation.
  - g) The ability of students to pay for their education is a critical component of the Needs Assessment. Not all programs are created equal under Title IV<sup>12</sup>. An associate degree is automatically considered “award-eligible” by the DoE, but non-degree programs are not. BRCC must request approval from the DoE for federal aid-eligible students to apply their tuition and fees to courses in non-degree programs. The choice of award level for the program will determine if the program must be approved by the DoE under Title IV.
    - i) Associate degrees: Students may declare a new associate degree and apply their federal aid toward tuition and fees only when all of the following have been obtained and/or completed: state-level approvals; SACSCOC approval (if needed); acknowledgement of the degree by the DoE; and all BRCC administrative processes.
    - ii) Non-degree programs (CTC, CAS, CTS, CGS, TD):
      - (a) BRCC must request approval of non-degree programs by the DoE for the programs to be Title IV award-eligible. The faculty submitter must make an appointment with BRCC’s Director of Financial Aid to discuss whether the program may be classified as a gainful employment program and review the ratio of contact hours of instruction per semester credit hour required by the DoE. The request for approval of the program by the DoE will only be sent when the final required approval by the BoR and/or BoS (and SACSCOC, if needed) have been granted. The DoE review may take some time; the DoE does not guarantee approval.
      - (b) Similarly, BRCC must request approval of non-degree programs by the VA for the programs to be eligible for the application of a student’s VA Educational Benefits to payment of tuition and fees.

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<sup>12</sup> Title IV is the section of the federal Higher Education Act (HEA of 1965, Amended) that addresses the administration of financial aid to students attending postsecondary institutions. See §668.8 in the [Code of the Federal Regulations for the definition of an award-eligible program](#).

2. All new programs must comply with SACSCOC policies and principles, with the policies of the BoR and BoS, and with those of any anticipated external accrediting agencies. For example:
  - a) For compliance with SACSCOC 2018 principle on student outcomes for educational programs (8.2.a), the student outcomes for the program must be clearly stated, assessable, and unique to the program.
  - b) For compliance with SACSCOC 2018 principle on program content (9.1; [Appendix F](#)), programs of study must embody a coherent course of study, must be compatible with BRCC's Mission and goals, and must be based on fields of study appropriate to higher education. Evidence of all three components must be apparent in proposals for new programs of study.
  - c) For compliance with SACSCOC 2018 principle on program length (9.2; [Appendix F](#)), the semester credit hour is the basis for the length of the program. The rationale for the proposed credit hours for the program must be clear and consistent with generally established good educational practice. The guidelines established for program length provided by the BoR ([Academic Affairs policy 2.15](#), [Appendix C](#)) are to be followed.
  - d) For compliance with SACSCOC 2018 principle on representation to other agencies (14.4), consult with BRCC's SACSCOC Accreditation Liaison if accreditation of the program by a specialized external accrediting or approving agency will be sought. This principle applies to [programs accredited or approved by external accrediting or approving agencies recognized by the DoE](#). Specific information to be sent to the accrediting agency regarding the College and its accreditation by SACSCOC is provided in [BRCC's Academic Affairs policy 1.4090](#).
  - e) [BoR Academic Affairs policy 2.13](#) identifies programs for which accreditation by an external entity is considered mandatory, recommended, or optional. If for the proposed new program accreditation by an external agency is mandatory, contact with the agency should be made well in advance of submitting the proposal to the Curriculum Committee chair and DCA (see section [1e](#) on previous page).
  
3. All new programs must be approved by the LCTCS BoS. Programs that require General Education courses ([Appendix C](#)) must also be approved by the BoR. Programs that represent a "significant departure...from those that were offered when the institution was last evaluated"<sup>13</sup> must be approved by SACSCOC before being entered on the BRCC application for admission.
  - a) Faculty submitters are expected to review [Appendix C](#) to determine if the proposed new program will require General Education courses and the number of semester credit hours required in each General Education category. In particular, for an AAS, compliance with the SACSCOC Humanities requirements (9.3, [Appendix F](#)) will automatically result in compliance with the BoR Humanities requirements ([Appendix G](#)), but not vice versa.

### Proposal Preparation and Submission

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<sup>13</sup> [Appendix D](#) and <https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>

4. The proposal packet must include the completed BRCC Curriculum Form for New Programs.
  - a) The rationale for the addition of the program must be clear, well researched, and include evidence of a Needs Assessment. Without evidence of a Needs Assessment (in the form of evidence of an interest in articulation of completers to a four-year institution, long-term employment projections for the proposed award level, letters of support from local businesses, minutes of meetings during which the proposed action was addressed and supported or approved, roster of potential advisory board/committee members), the proposal is considered incomplete and will be returned to the faculty submitter, department chair, and division dean.
    - i) If the program is intended to prepare students to transfer to a four-year institution, the state postsecondary institutions to which transfer is intended and/or likely must be identified.
    - ii) If upon completion of the program students are expected to enter the workforce directly, employment prospects must be provided<sup>14</sup>.
    - iii) If the program includes coursework that prepares and qualifies students for an IBC, this must be included.
  - b) Consistent with the policies and principles of BRCC, LCTCS, and SACSCOC ([Appendix A](#)), the outcomes for the proposed new program should be clearly stated and consistent with the award level and purpose of the program. The program outcomes must begin with a verb<sup>15</sup> consistent with the cognitive and/or psychomotor expectations of graduates and should be worded so that each outcome completes the following: “Upon successful completion of the program, the graduate will be able to....”.
  - c) If the proposed new program is *not* an associate degree, the faculty submitter must consult the Director of Financial Aid to determine if the program meets the requirements for review of the program by the DoE. Evidence of communication with the Director of Financial Aid must be included among the original proposal documents (email exchange between the faculty submitter and the Director of Financial Aid is sufficient); the signature of the Director of Financial Aid is required on the hard copy of the curriculum form for the program (signature page) prior to review by the Provost/VCWSD.
  - d) The faculty submitter must provide evidence of consultation with the Provost/VCWSD and/or BRCC’s SACSCOC Accreditation Liaison to determine what form of substantive change reporting, if any, will be required if the program is approved by the BoS and BoR. Evidence of communication with BRCC’s SACSCOC Accreditation Liaison must be included among the proposal documents at the time of the original submission (email exchange is sufficient). The signature of BRCC’s SACSCOC Accreditation Liaison is required on the curriculum form for the program (signature page) prior to review by the Provost/VCWSD.
  - e) The faculty submitter must inform the Library Director of the proposed new program, and determine which librarian is the liaison for the faculty submitter’s division. If the

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<sup>14</sup> Sources of this data include the [Bureau of Labor Statistics](#) and the [LWC](#).

<sup>15</sup> See [Appendix Q](#) for examples of verbs representative of cognitive and psychomotor domains.

- proposed new program will require approval by the BoR, the BoR proposal must include a report of the current library holdings available to support the proposed program, as well as the need for and estimated cost of additional resources. When requesting the Library's holdings related to the proposed new program from the library liaison, the faculty submitter is expected to be respectful of the time and service of the library liaison by making this request well ahead of anticipated completion of the BoR proposal (at least one month). Evidence of communication with the Library Director about the proposed new program must be included with the proposal documents (email exchange between the faculty submitter and the Library Director is required for review of the proposal). The signature of the Library Director is required on the curriculum form for the program (signature page) prior to review by the Provost/VCWSD.
5. The proposal packet must include the completed outline for the proposed program of study as it is to appear in the *BRCC Catalog*.
- a) The program description must be clear.
  - b) In accordance with [LCTCS Academic policy 1.017](#), "Institutional Agreements, Transfer, and Articulation," and [BRCC's Academic Affairs policy 1.4290](#), "Disclosure of Degree Transferability," the description of the program in the *BRCC Catalog* must indicate if the program is intended to prepare students for transfer to a four-year institution, or if it is considered terminal (the courses are not intended to transfer). If the program is considered terminal, the program outcomes should clearly indicate attainment of knowledge, skills, and abilities for entry level or higher positions in the workforce.
  - c) Admissions requirements, if any, must be clear and consistent with the purpose of the proposed program.
  - d) For programs with selective admission, include the application process and admission criteria.
  - e) Program outcomes must be provided, along with evidence of support for and approval of the outcomes by the faculty, advisory board/committee, and accrediting body or agency. Program outcomes are to begin with and contain a single verb such that each completes the following: "Upon successful completion of the program, the graduate will be able to ....."
  - f) Course rubrics and titles must match the master syllabi of the individual courses required for completion of the program.
  - g) If the program is required to include a minimum or specific number of instructional contact hours for accreditation purposes, the program outline for the *BRCC Catalog* should include the credit hours and contact hours for all courses and for the program<sup>16</sup>.
  - h) The total credit hours for all of the courses in the program of study must equal the credit hour total for the program.
  - i) If the proposed new program requires GenEd courses (associate degree or CAS), the GenEd courses must meet the requirements of both SACSCOC (9.3, [Appendix F](#)) and

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<sup>16</sup> Use the template "Catalog outline credit contact template" if both credit hours and contact hours of instruction are required by an external accrediting agency.



the BoR ([Appendix G](#)). The GenEd courses must be clearly identified in the program outline for the *BRCC Catalog*.

6. The proposal packet must include the Program Outcomes Assessment Map, in which the course-level Learning Outcomes (LOs) are linked to the proposed outcomes for the program (see [Appendix H](#));
7. The proposal packet must include the completed LCTCS form “Curriculum Development Process and Requests” (select “Downloadable Request Form for New Program and Curriculum Modifications” below LCTCS [Academic policy 1.024](#) on the LCTCS website);
8. The proposal packet for a new associate degree or CAS)<sup>17</sup> must also include the completed BoR proposal, the library holdings, and budget.
9. The proposal packet must include the completed and signed Acknowledgement Form.
10. The faculty submitter forwards the proposal documents to the department chair (or dean, if the division does not have department chairs) for review and approval. The department chair is expected to review the proposal and ensure that it is complete (see the proposal checklist, [Appendix E](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents, with approval indicated, to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If courses outside of the faculty submitter’s discipline are required for the program, it is the faculty submitter’s responsibility to inform the other division dean(s) and department chair(s), and to provide evidence of correspondence with the dean(s) and department chair(s) with the proposal documents.

### Proposal Review at BRCC

- 11 Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed, or the issues incompletely addressed, review of the proposal by the committee will be delayed. Note that the program outcomes map must be included for the proposal to be considered complete and to be reviewed<sup>18</sup>.

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<sup>17</sup> All documents related to the submission of a BoR proposal may be downloaded from the [BoR website](#). Major changes to the process for obtaining approval of a new award by the Board of Regents were approved in October 2021. Dean of the faculty submitter’s division must contact and consult with the Provost/VCWSD at least six months before submitting a proposal to Courses and Curricula for compliance with the Board of Regents’ policy and procedures implemented in 2022.

<sup>18</sup> The program outcomes assessment map will be forwarded to the Faculty Senate Academic Program Assessment Committee; approval by that committee is required prior to review by the Curriculum Committee.

12. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee-review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the committee to make a brief presentation of the proposal and answer the Committee's questions. The Curriculum Committee will vote to approve, to approve with modifications, or to not approve the proposed action during the meeting. The Curriculum Committee chair will make arrangements for further communication with the faculty submitter, as needed (e.g., deadline for submitting committee-recommended and/or required modifications and corrections or suggestions for how to proceed if a proposal is not approved).
13. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. All proposal documents are prepared and sent for electronic signing by the DCA. Review by the Provost/VCWSD will be delayed or denied if the LCTCS and BoR proposals are not submitted with the BRCC documents.
14. Upon approval of the proposed actions by the Provost/VCWSD (and by the VCFA and/or Chancellor, as needed), the LCTCS form (and BoR proposal, if required) will be forwarded to LCTCS for review and possible consideration by the BoS at the next regularly scheduled meeting.

Proposal Review at the State, Institutional Accrediting Agency, and Federal Levels

15. CTCs, CTSs and TDs: Upon approval by the BoS, the LCTCS Office for Education, Training, and Student Affairs will forward the approved proposal to the BoR staff in the Office of Academic Affairs and Innovation, who will enter the programs in BRCC's Active Program inventory ([CRINPROGA](#)). The Office of the Provost/VCWSD will monitor the progress of the proposals through the BoS and BoR review and approval processes and alert the faculty submitter, department chair, and division dean when the state-level approvals have been obtained (as well as that of SACSCOC; see #17).
  - a) Any program at any award level that represents a significant change relative to the nature and scope of the programs offered as of the latest institutional review by SACSCOC is considered a substantive change. Substantive changes must be approved by SACSCOC after state-level approval has been obtained and prior to implementation.
  - b) Request for program approval by the DoE, if desired (see section [1g](#)), may be submitted at this time. The faculty submitter, department chair, and/or division dean must contact the Director of Financial Aid and find out what information is needed by the DoE for review and approval of the program. The Director of Financial Aid will send the information to the DoE, and will contact the Office of the Provost/VCWSD when the DoE decision is sent to BRCC. Note that even if the DoE does not approve the program of study under Title IV, the program may be entered in Banner, added to

the BRCC application for admission, posted on the BRCC website, and included in the next BRCC *Catalog*. However, enrollment in the program's courses may be challenging for some students.

- c) Request for program approval by the VA, if desired, may be submitted at this time. The faculty submitter, department chair, and/or division dean must contact the Director of Financial Aid and find out what information is needed for review and approval of the program by the VA. The Director of Financial Aid will send the information to the VA. As with the decision of the DoE, if the VA does not approve the non-degree award, the program may be entered in Banner, added to the BRCC application for admission, posted on the BRCC website, and included in the next BRCC *Catalog*. However, enrollment in the program's courses may be challenging for some students.

16. Associate degrees and CASs<sup>19</sup>: Upon approval by the BoS, the LCTCS Office for Education, Training, and Student Affairs will forward the BoS approved proposal and BRCC's BoR proposal to the BoR Office of Academic Affairs and Innovation. Any questions from the staff at the BoR about the proposal will be sent to the Provost/VCWSD (or dean, if named as the contact for the proposal) who will inform the faculty submitter, department chair, and division dean of the request for additional information. The BoR staff have the authority to suggest revision of the BoR proposal prior to Board review, recommend modification of the proposed award level for the program, or reject the proposal. The Office of the Provost/VCWSD will monitor the progress of the proposals through the BoS and BoR review and approval processes and alert the faculty submitter, department chair, and division dean when the state-level approval has been obtained (as well as that of SACSCOC).

- a) Any program at any award level that represents a significant change relative to the nature and scope of the programs offered as of the latest institutional review by SACSCOC is considered a substantive change. Substantive changes must be approved by SACSCOC after state approval has been obtained and prior to implementation.
- b) Upon approval of an associate degree by the BoR, the program will be entered in the BRCC's [CRINPROGA](#) on the BoR website. The Office of the Provost/VCWSD will send confirmation of this entry to the Director of Financial Aid and to the Office of the Registrar: the Director of Financial Aid will report the degree to the DoE and Registrar will enter the applicable program information in Banner and add the program to the BRCC application for admission. The program of study may be posted on the BRCC website and included in the next BRCC *Catalog*.
- c) Upon approval of a CAS by the BoR, the program will be entered in the BRCC's [CRINPROGA](#) on the BoR website.
  - i) Any program at any award level that represents a significant change relative to the nature and scope of the programs offered as of the latest institutional review by SACSCOC is considered a substantive change. Substantive changes must be

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<sup>19</sup> Note that BRCC has already been approved to offer the CGS.

approved by SACSCOC after state approval has been obtained and prior to implementation.

- ii) Request for program approval by the DoE, if desired (see section [1g](#)), may be submitted at this time. The faculty submitter, department chair, and/or division dean must contact the Director of Financial Aid and find out what information is needed by the DoE for review and approval of the program. The Director of Financial Aid will send the information to the DoE, and will contact the Office of the Provost/VCWSD when the DoE decision is sent to BRCC. Note that even if the DoE does not approve the CAS under Title IV, the program may be entered in Banner, included on the BRCC application for admission, posted on the BRCC website, and included in the next BRCC *Catalog*. However, enrollment in the program's courses may be challenging for some students.
  - iii) The faculty submitter, department chair, and/or division dean must contact the Director of Financial Aid and find out what information is needed for review and approval of the program by the VA. The Director of Financial Aid will send that information to the VA. As with the decision of the DoE, if the VA does not approve the CAS, the program may still be entered in Banner, included on the BRCC application for admission, posted on the BRCC website, and entered in the BRCC *Catalog*. However, enrollment in the program's courses may be challenging for some students.
17. If the addition of the program qualifies as a [substantive change](#), the program may not be added to the BRCC application for admission, nor will financial aid be available until BRCC has received approval from SACSCOC. Note that courses in the program may be offered, but students may not declare the program of study until SACSCOC approval has been granted and all other subsequent administrative processes have been completed.
18. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*. Note that the BRCC *Catalog* is published for each academic year. Only those programs for which all approvals have been obtained by the catalog publication date will be included for the upcoming academic year. BRCC does not typically publish a catalog addendum, so a new program may not appear in the BRCC *Catalog* until the next academic year.

## MODIFYING AN EXISTING PROGRAM

The procedure for modifying a BRCC program of study is outlined in [Figure 2](#) and described on the pages following the figure. Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to the curriculum development process ([Appendix A](#)) and are encouraged to refer to the overview and checklist for the modification of an existing program provided in [Appendix I](#).

### Needs Assessment

1. Identify and be prepared to justify the need to modify an existing program of study. As described in the [Needs Assessment section for the addition of a new program](#), any program modification that must be approved by the LCTCS BoS will be reviewed by the BoS with the same scrutiny as a request for approval of a new program.
2. Discuss the proposed action with the department chair, program manager, division dean, and faculty who teach in the discipline or in a related area. If the initiative for the modification is intramural (within the College), and the program has an advisory board/committee and/or is accredited or approved by an external agency, these groups must be informed of the intent to modify the program. Written permission of and/or approval by the advisory board/committee and/or external accrediting agency may be needed before the proposal is submitted to Courses and Curricula.
3. If the proposed action involves modification of the program outcomes or otherwise impacts the program outcomes assessment map, the current and revised program outcomes assessment maps ([Appendix H](#)) must be submitted along with the curriculum form(s), the Program of Study from the current catalog, and the proposed, revised Program of Study for the next catalog.
4. Programs must comply with the SACSCOC policies and 2018 *Principles of Accreditation*, with the policies of the BoR and BoS ([Appendix A](#)), as well as with those of the program's external accrediting agency, as appropriate. Even if the motivation for the program modification is not related to compliance with the College's accreditation requirements and/or with policies of the LCTCS or BoR, review of policies and principles is in the best interest of the College so that any compliance-related modifications may be addressed at the same time.

### Proposal Preparation and Submission

5. The faculty submitter must submit the following:
  - a) the completed BRCC Curriculum Form for Modification of an Existing Program<sup>20</sup>;

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<sup>20</sup> If the proposed changes increase or decrease the credit hours for a program, or add or remove General Education requirements, the award level or type of program may change. In such a case, the existing program must be closed to enrollment, a teach out planned, and a new program proposed. See previous section on new programs, [BoR Academic Affairs policy 2.15 \(Appendix C\)](#), and [BoR Academic Affairs policy 2.16 \(Appendix G\)](#).

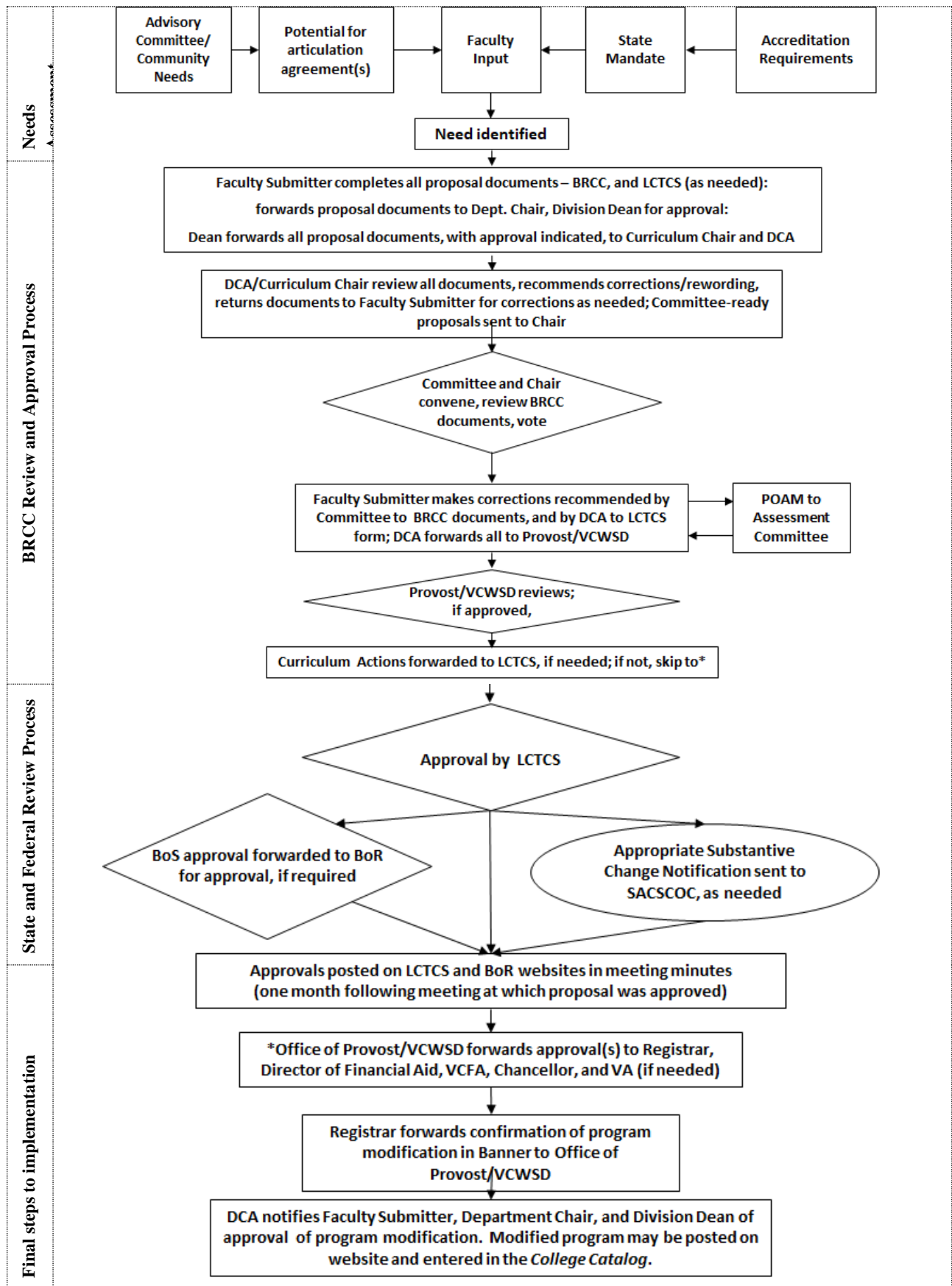


Figure 2: Process for the Modification of an Existing Program

- b) documentation of support for the proposed action(s) (communications with accrediting agency, minutes of advisory board/committee and/or department/division meetings);
  - c) the outline for the program of study as it appears in the current BRCC *Catalog* (pdf of pages from current BRCC *Catalog* accepted);
  - d) the completed proposed, revised outline for the program of study as it is to appear in the next edition of the BRCC *Catalog*;
  - e) the current and proposed, revised program outcomes assessment maps, as appropriate<sup>21</sup>;
  - f) the completed LCTCS form (select “Downloadable Request Form for New Program and Curriculum Modifications” below [LCTCS Academic Policy 1.024](#) on the LCTCS website; consult with the DCA); and
  - g) the completed and signed Acknowledgement Form.
6. The faculty submitter sends the proposal documents to the department chair (or dean, if the division does not have department chairs) for review and approval. The department chair is expected to review the proposal and ensure that it is complete (see the proposal checklist, [Appendix I](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents and approval to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If the proposed modification of the program impacts one or more courses taught by faculty in a division other than that of the faculty submitter, the faculty submitter is responsible for informing the other division dean(s) and department chair(s) (and/or program manager(s)) and for providing evidence of correspondence with the division with the proposal documents.

#### Proposal Review at BRCC

7. Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed, or the issues are incompletely addressed, review of the proposal by the committee will be delayed.
8. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee-review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the committee to make a brief presentation of the proposal and answer the

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<sup>21</sup> Note that if the proposed action impacts the assessment of the program outcomes, the current and proposed, revised program outcomes maps must be included for the proposal to be considered complete. The program outcomes map will be forwarded to the Faculty Senate Academic Program Assessment Committee following approval by the Curriculum Committee. Once approved by the Assessment Committee, all of the approved actions are forwarded to the Provost/VCWSD for review.

committee members' questions. The committee will make a motion at the meeting (to approve, to approve with modifications, or to not approve). The Curriculum Committee chair will make arrangements for further communication with the faculty submitter, as needed (e.g., deadline for submitting committee-recommended and/or required modifications and corrections or suggestions for how to proceed if a proposal is not approved).

9. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. All proposal documents are prepared and sent for electronic signing by the DCA. Approval by the VCFA and/or Chancellor, if needed, will be arranged by the Office of the Provost/VCWSD.

#### Proposal Review at the State Level

10. Upon approval of the program modification by the Provost/VCWSD, the LCTCS form will be forwarded to LCTCS for review by the Office of Education, Training, and Student Affairs, and for possible consideration by the BoS at the next regularly scheduled meeting.
11. Upon approval of the program modification by LCTCS (and by the BoR, if needed), the details of the approved action will be sent to the BRCC Registrar for entry in Banner (as needed) and may be posted on the BRCC website and included in the next BRCC *Catalog*. The Office of the Provost/VCWSD will monitor the progress of the proposed program modification through the LCTCS BoS review and approval process and alert the faculty submitter, department chair, and division dean when LCTCS approval has been obtained and all state-level approval processes have been documented by BRCC.
12. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*. Note that the BRCC *Catalog* is published for each academic year. Only those programs for which all approvals have been obtained by the catalog publication date will be included for the academic year. BRCC does not typically publish a catalog addendum, so a program modification may not appear in the BRCC *Catalog* until the next academic year.

#### DELETING AN EXISTING PROGRAM

The decision to discontinue and delete a program may be made intramurally, recommended or mandated by LCTCS or the BoR, or motivated by federal financial aid restrictions. Consequently, the specific procedure for removing a program from BRCC's active program inventory will vary. Closing a program is an example of a substantive change, and approval of a teach-out plan for the remaining students must be approved by SACSCOC. The division must inform BRCC's SACSCOC Accreditation Liaison as soon as the decision is made to close the program to enrollment so that the teach-out is submitted as soon as possible. [At the same time, the program should be removed from the BRCC Application for Admission and deleted from the web site and, if possible, the *Catalog*.] Note that this requirement applies to certificates



embedded in a higher award (such as a technical diploma or associate degree) but does not apply to concentrations within a degree. As soon as the teach-out plan is submitted to SACSCOC, deletion of the program via the process described in this section may commence.

The procedure for deleting a program of study is described below and in the following pages, and outlined in [Figure 3](#). Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to the curriculum development process ([Appendix A](#)) and are encouraged to refer to the overview and checklist for the deletion of an existing program provided in [Appendix J](#). *The process for deleting an existing program may not be initiated until SACSCOC has approved the teach-out plan for the program.*

### Needs Assessment

1. Identify and be prepared to justify the request to delete an existing program of study.
2. Discuss the proposal with the affected faculty, department chair, program manager, division dean, Provost/VCWSD, VCFA, BRCC's SACSCOC Accreditation Liaison, and the Chancellor. Notification of an established advisory board/committee and/or external accrediting agency must precede submission of the proposed action to the Curriculum Committee. Written evidence of approval by SACSCOC and of communication with the advisory board/committee and external accrediting agency must be included among the proposal documents.

### Proposal Preparation and Submission

3. The faculty submitter must submit the following:
  - a) the Curriculum Form for the Deletion of an Existing Program;
  - b) evidence of correspondence with BRCC's SACSCOC Accreditation Liaison (email) and approval of the program teach-out plan by SACSCOC;
  - c) documentation of support for the proposed action (e.g., communications with programmatic accrediting agency, minutes of advisory board/committee and/or department/division meetings; communication from LCTCS and/or the BoR);
  - d) the Program of Study from the *Catalog*<sup>22</sup>;
  - e) completed LCTCS form "New Academic Program and Curriculum Modification" (select "Downloadable Request Form for New Program and Curriculum Modifications" below [LCTCS Academic Policy 1.024](#) on the LCTCS website);
  - f) [BoR Academic Affairs Policy 2.08 Form, Request to Terminate an Academic Degree Program or Administrative/Research Unit](#) (click on "attached form" in the first sentence of the second paragraph to download the form; note that sections 1 – 9 must be completed by the Faculty Submitter); and
  - g) the completed and signed Acknowledgement Form.

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<sup>22</sup> Provide the most recent program outline and program of study from the BRCC *Catalog* (pdf of program description and outline accepted; all catalogs dating back to 1999 are available on the [BRCC website](#)).

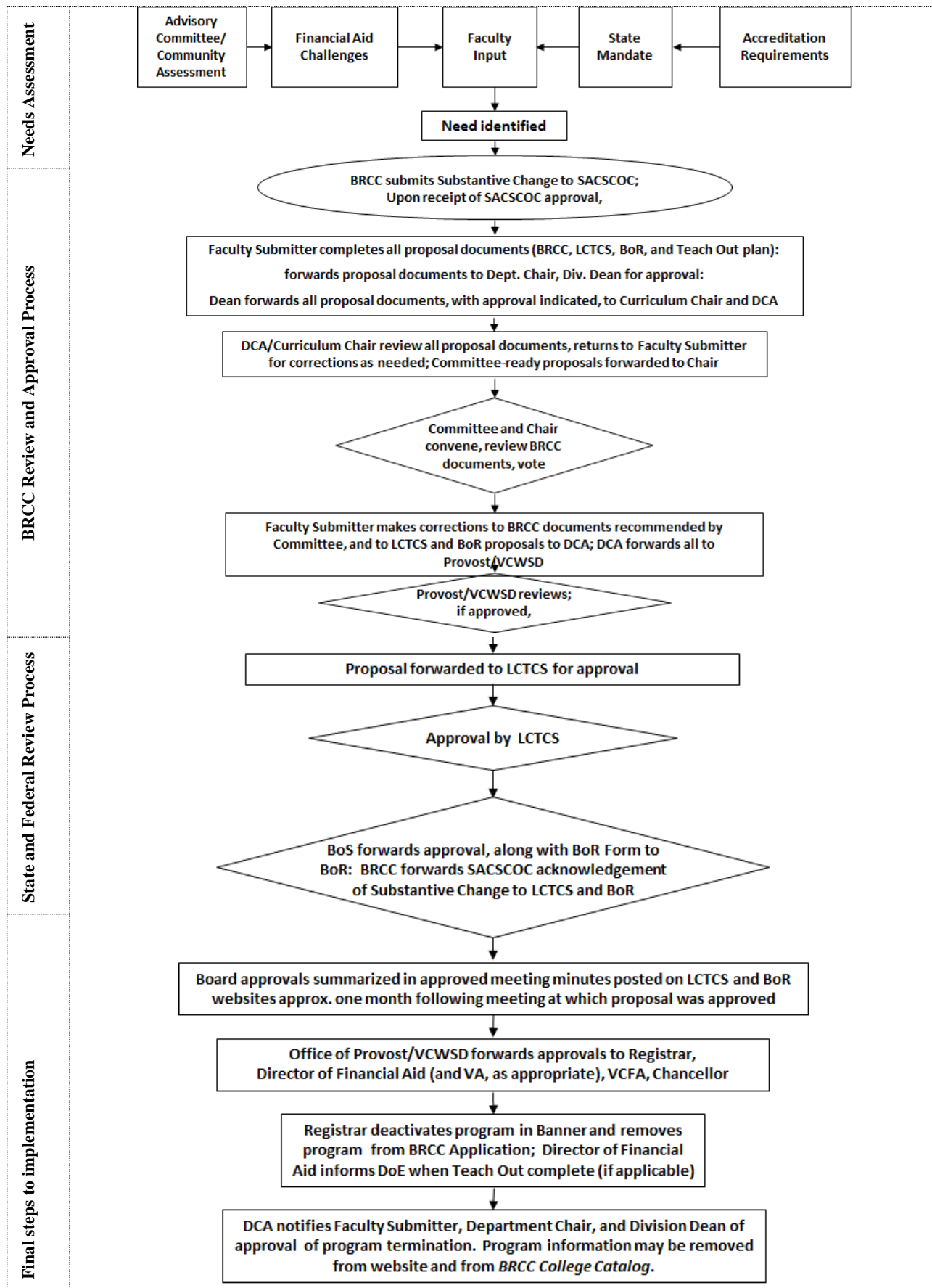


Figure 3: Process for the Deletion of an Existing Program

4. The faculty submitter sends the proposal documents to the department chair (or dean, if the division does not have department chairs) for review and approval. The department chair is expected to review the proposal and ensure that it is complete (see the proposal checklist, [Appendix J](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents and approval to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If the proposed program deletion impacts one or more programs or courses in a different division, the faculty submitter is responsible for informing the other division dean(s) and department chair(s) (and/or program manager(s)) and for providing evidence of correspondence regarding the impact with the proposal documents.

#### Proposal Review at BRCC

5. Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed or the issues are incompletely addressed, review of the proposal by the Curriculum Committee will be delayed.
6. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee-review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the committee to make a brief presentation of the proposal and answer the Curriculum Committee members' questions. The Curriculum Committee will vote to approve, to approve with modifications, or to not approve the proposed action during the meeting. The Curriculum Committee chair will make arrangements for further communication with the faculty submitter, as needed (e.g., deadline for submitting committee-recommended and/or required modifications or suggestions for how to proceed if a proposal is not approved).
7. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. All BRCC proposal documents are prepared and sent out for electronic signing by the DCA. The DCA forwards the LCTCS and BoR proposals and forms to the Provost/VCWSD. Notification of the proposed action to the Executive Team is coordinated by the Office of the Provost/VCWSD.

#### Proposal Review at the State Level

8. Upon approval of the proposed action by the Provost/VCWSD, the LCTCS and BoR forms will be forwarded to LCTCS for review by the Office of Education, Training, and Student Affairs and consideration by the BoS at the next regularly scheduled meeting.

9. Upon approval of the proposed action by the BoS, the LCTCS Office of Education, Training, and Student Affairs forwards the Request to Terminate and SACSCOC approval of the teach-out plan to the BoR Commissioners for Academic Affairs and Innovation.

#### Post-Approval Processes

10. Upon approval by the BoR, the BoR Academic Affairs and Innovation staff will transfer the program from BRCC's Active Program inventory ([CRINPROGA](#)) to BRCC's Inactive Program inventory ([CRINPROGI](#)).
  - a) The program will remain active in Banner until completion of the Teach Out.
  - b) When enrollment is closed to new students, currently enrolled students may complete and receive the award only if they remain continuously enrolled and pass all courses (repeating courses is not permitted during the Teach Out).
  - c) If the program was approved by the DoE for financial aid under Title IV, financial aid will be extended until the date reported to the BoR and SACSCOC for concluding the Teach Out. At that time, the Director of Financial Aid will notify the DoE and federal financial aid will no longer be available or dispersed.
11. The Office of the Provost/VCWSD will monitor the progress of the proposed program deletion through the SACSCOC, BoS, and BoR review and approval processes and alert the faculty submitter, department chair, program manager, and division dean when all of the required approvals have been obtained and post-approval processes have been completed at BRCC. All of the program curriculum documents will be retained in the curriculum archive in the Office of the Provost/VCWSD.
12. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*, including program deletions. A program that is to be deleted for which enrollment has been closed may, however, be removed from the catalog before all of the documentation is complete so that students may not select the program on the BRCC application for admission nor see the program in the BRCC *Catalog*.

## PROCEDURES FOR INDIVIDUAL COURSES

Development of individual courses is the responsibility of faculty, department chairs, program managers, division deans, advisory board(s)/committee(s), the Curriculum Committee, and the Provost and other Vice Chancellors, with recommendations as needed from the Chancellor. LCTCS and the BoR do not approve courses; however, course additions and deletions are reported to the Office of Education, Training, and Student Affairs at LCTCS and the to the BoR Commissioners for Academic Affairs and Innovation.

A faculty submitter is responsible for preparing and submitting proposed actions for individual courses; however, *all* faculty teaching courses in the same and related disciplines supporting the same or similar programs are invited and encouraged to be involved in discussions, and to acknowledge the proposed action by signing the Acknowledgement Form prior to submission of a proposed new course to the Curriculum Committee chair and DCA. The faculty submitter, department chair, program manager, and division dean are responsible for communicating course additions, modifications, or deletions that may impact the transferability of a different course or impact another program of study to the corresponding dean(s). The faculty submitter is responsible for providing evidence of correspondence with the dean(s) with the proposal documents. If a dean has an objection to a proposed curricular action at the course level, the proposal is to be returned to the faculty submitter, department chair, program manager, and dean of the initiating division with specific recommendations and/or requests, and then resubmitted to the Curriculum Committee chair and DCA.

## THE COURSE MASTER SYLLABUS

Every BRCC course is broadly described in a course [master syllabus](#) developed and approved *by the faculty who teach the course*. The master syllabus sets the minimum competencies necessary for satisfactory performance in the course. The master syllabus includes information that will be entered in Banner and published in the BRCC *Catalog* and on the BRCC website. All faculty – full-time and adjunct – teaching a given course are to adhere to the properties and components of the master syllabus. Current master syllabi are on file in the Office of the Provost/VCWSD and posted on the [BRCC website](#); each division is expected to maintain updated master syllabi as well. All master syllabi are to be reviewed at the discipline level annually. The components and guidelines for the completion of master syllabi are summarized in [Appendix K](#).

## ADDING A NEW COURSE

The procedure for adding a new course to the BRCC curriculum inventory is outlined in [Figure 4](#) and described on the pages following. Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to course actions ([Table 3](#) and [Appendix A](#)) and are encouraged to refer to the overview and checklist for the addition of a new course provided in [Appendix L](#).

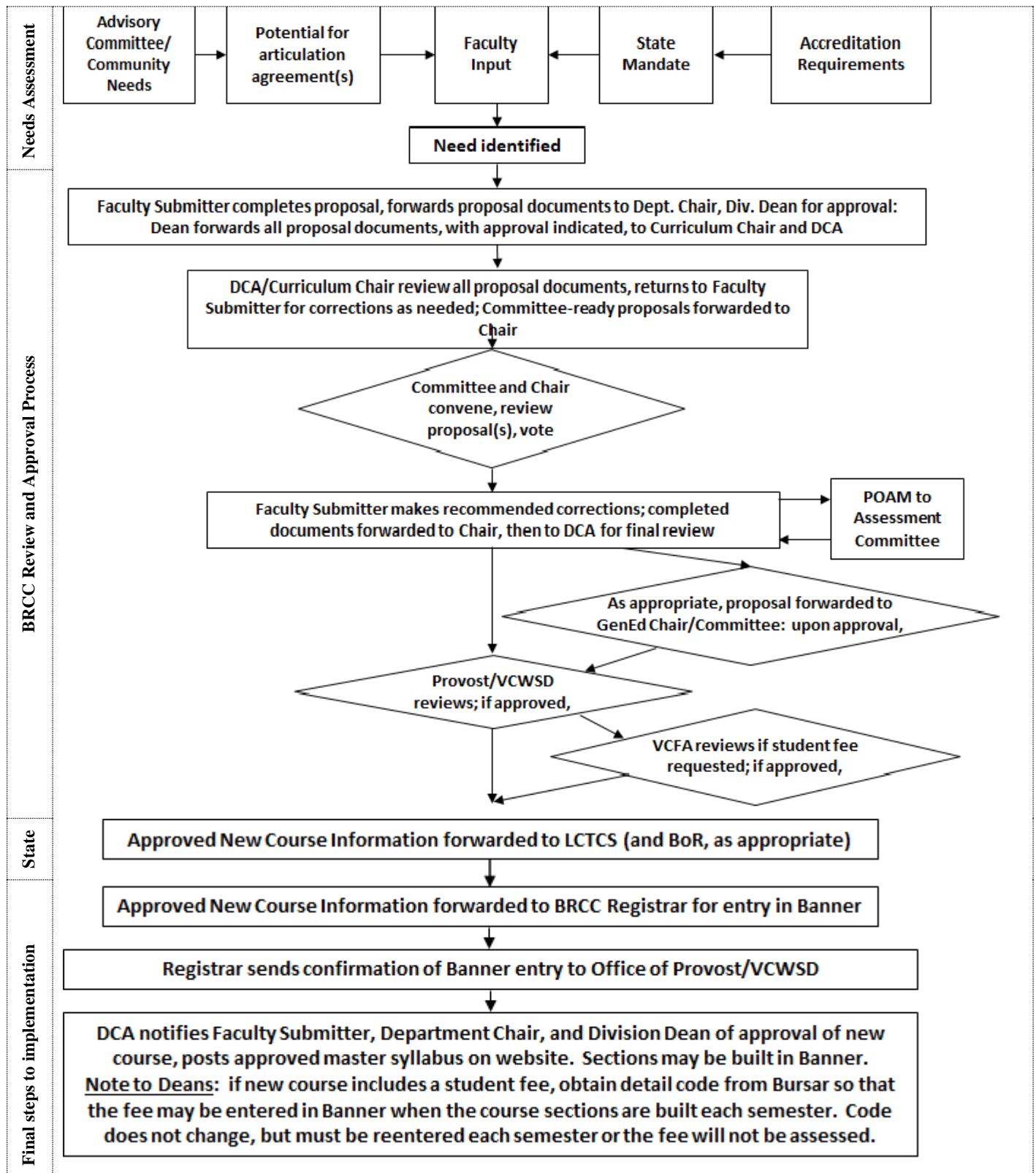


Figure 4: Process for the Addition of a New Course

**Table 3 Policies and Principles Related to Individual Courses**

Source	Standard or Policy <sup>†</sup>
SACSCOC	10.7, Policies for Awarding Credit Credit Hours Policy Statement ( <a href="https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf">https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf</a> )
LCTCS	A 1.007, Course and Program Classifications
BRCC	AA 1.4130, Classification of Instructional Programs (CIP) and Courses
	AA 1.4140, Course Classification
	AA 1.4180, Electronic Learning (e-Learning)
	AA 1.4240, Mandatory Testing and Advanced Placement
	AA 1.4260, Minimum Length for Academic Courses
	AA 1.4270, Credit Hours for Courses and Programs ( <a href="#">Appendix M</a> )
	AA 1.4500, Academic Grading Scale
	AA 1.4520, Course Enrollment [Guidelines]

† A = Academic; AA = Academic Affairs

- **General Education (GenEd) courses<sup>23</sup>:** A new course that is developed with the intent to obtain approval as a GenEd course must first be approved by the Curriculum Committee. The faculty submitter must inform the GenEd Committee chair of the intent to submit the new course and inquire about requirements for proposal submission and review by the GenEd Committee.
- **Electronic Learning (e-Learning) courses:** Courses that are to be offered as online and/or hybrid must first be approved for traditional, face-to-face delivery following the process described in this section.
- **Special Topics courses:** Development of a Special Topics course may be appropriate when a division or the College has a short-term project associated with a grant, institutional initiative or accreditation, or programmatic accreditation, to provide specialized instruction with or without intent to offer the course to all students in the future. Special Topics courses may be offered a total of two semesters; the Registrar’s office will be informed of when the course is to be deactivated in Banner when the course is approved.
  - Consideration must be made to the need for the course credits to transfer to another LCTCS institution or to a four-year institution; it is the division’s responsibility to establish transferability prior to entry of the course in Banner.
  - The approval process for Special Topics courses differs from that of courses intended to be offered indefinitely. Contact the Curriculum Committee chair and the DCA to discuss the option of proposing a Special Topics course and to obtain the proposal form.

<sup>23</sup> GenEd courses may be taken to fulfill the requirements of an associate degree or a CAS, or included in a non-degree program so that students who complete the program have skills that may improve their résumé and competitiveness in the job market.

## Needs Assessment

1. Identify and be prepared to justify the need for a new course. The rationale for the addition of a course must include (i) the program(s) supported by the course, (ii) whether the course will be required or will be an elective in the program(s) supported by the course, (iii) details regarding transferability of the course, (iv) consideration of the impact of the new course on existing articulation agreements, and (v) evidence of how the course LOs link to program outcomes.
  
2. Two components of the course that are of particular importance are the course level and the credit hours. (Other components of the course to be included in the Master Syllabus are described in [Appendix K](#).)
  - a) The course level is indicated in the course number: the first digit in the course number for co-requisite (supporting college-level English or Mathematics), first, and second year courses are 0, 1, and 2, respectively ([LCTCS Academic policy 1.007](#); [BRCC Academic Affairs policy 1.4140, Course Classification](#)).
  - b) The credit hours for the course are determined by the lecture (didactic instruction, theory) and lab/studio/other hands-on/participatory learning (skills or practice) content for the course ([Appendix M](#); [Appendix N](#)). For lecture, one credit hour is earned per hour of instructional contact time during a regular (15-week) semester. It is expected that for every hour of instructional contact time for theory, an average student will spend approximately two hours outside of class studying and completing assignments. For courses with laboratory, art studio, clinical activities, or other participatory learning components, students earn one credit hour for every two or more hours in the setting appropriate for the course (e.g., science lab, painting studio, clinic/hospital, auto body shop). While some work outside of the classroom setting is expected of an average student to complete assignments and prepare for exams, the skills instruction is restricted to the setting for the lab, studio, clinic, or shop setting for the course. Ultimately the credit hours for the course must be based on the type of instruction and on the time expected for an average student to demonstrate achievement of the course LOs using the proposed assessment measures ([Code of Federal Regulations: 34 CFR §600.2](#); [SACSCOC Credit Hours policy](#); [BRCC Academic Affairs policy 1.4270, Credit Hours for Courses and Programs](#)).
  
3. Discuss the proposed new course with other faculty teaching courses in the same or a related discipline, the department chair, program manager, and the division dean. If the program of study for which the course is being developed has an advisory board/committee, the written support of the board/committee must be included with the proposal documents. If the new course will be required in a program of study that is accredited by an external agency, the faculty submitter is responsible for acquiring written approval of the accrediting agency and including the approval with the proposal for the new course.



- a) If the completion of the course qualifies the student for an IBC, provide the name of the IBC, requirement(s) for attaining the IBC, and evidence that LCTCS recognizes the IBC.
- b) If the course is the only academic requirement for earning a career and technical certificate (CTC), the faculty submitter must also complete and submit the BRCC Curriculum Form for a New Program, provide the program of study as it is to appear in the BRCC *Catalog*, and complete the LCTCS form<sup>24</sup>. The program (but not the course) must be approved by the LCTCS BoS. The course will be reported to the BoS along with the program proposal.
- c) If the course is intended to transfer<sup>25</sup>, supporting evidence for its transferability must accompany the proposal documents.
- d) If the course is intended to be required for a program for which BRCC has one or more articulation agreements<sup>26</sup>, the proposal documents must include acknowledgement from the dean of the division that the agreement(s) may need to be updated, along with a timeline for revising the agreement(s).
- e) If the new course will be an elective or required for an existing program of study, proposal documents for the modification of the program must be submitted at the same time. The new course proposal will not be accepted without the appropriate proposed action for the related program.

#### Proposal Preparation and Submission

4. The faculty submitter must submit the following:
  - a) the Curriculum Form for a New Course;
  - b) correspondence with the Library Director (email) in which the Director acknowledges receipt of the information about the proposed new course;
  - c) justification for student fee(s)<sup>27</sup>;
  - d) supporting evidence for transferability if the course is intended to transfer<sup>28</sup>;
  - e) acknowledgement from the dean of the division regarding impact of the course addition on existing articulation agreements;
  - f) proposed master syllabus for the course using the appropriate template<sup>29</sup>;
  - g) the current and proposed, revised program outcomes assessment map (if the

<sup>24</sup> <https://www.lctcs.edu/policies/>; read LCTCS policy 1.024, then select and complete the form, “New Program and Curriculum Modification Form”.

<sup>25</sup> See the section on [Articulation Agreements](#).

<sup>26</sup> See the current BRCC *Catalog* and/or the [Articulation Agreements](#) on the BRCC website.

<sup>27</sup> If the proposed course includes a fee for an exam or non-reuseable/disposable items required for each student (e.g., single-use kits, paper/paint/clay, parts for model construction, vinyl gloves), the use of the fee must be identified and an itemized list of the items to be purchased, the cost of each item, and the vendor/source of the items must be provided. Request the template for lab fees from the DCA. If the fee is associated with and Inclusive Access agreement with a publisher, correspondence with the publisher AND with the BRCC Bookstore must be provided.

<sup>28</sup> See the section on [Articulation Agreements](#), and section 2c above.

<sup>29</sup> See [Appendix K](#) for the components of a master syllabus. For most new courses, the “MS Template non GenEd courses” is appropriate. If the new course is to be submitted to the General Education Committee for approval as a GenEd course, the “MS Template GenEd courses” should be used. If the course is not approved by the GenEd committee, the GELOs must be deleted from the master syllabus prior to forwarding the proposal documents to the Provost/VCWSD (and VCFA, as needed).

- assessment of one or more programs will be impacted by the addition of the course)<sup>30</sup>; and
- h) the completed and signed Acknowledgement Form.
5. The faculty submitter sends the proposal documents to the department chair for review and approval (or to the dean, if the division does not have department chairs). The department chair is expected to review the proposal and ensure that it is complete (see the proposal checklist, [Appendix L](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents and approval to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If the addition of the new course may have an impact on enrollment in one or more existing courses offered by a different division, the faculty submitter is responsible for informing the other division dean(s) and department chair(s) (and/or program manager(s)), including written acknowledgement (email) of the impact of the proposed action, and for including the acknowledgement with the proposal documents.

### Proposal Review

6. Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed or the issues are incompletely addressed, review of the proposal by the committee will be delayed.
7. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee-review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the Curriculum Committee to make a brief presentation of the proposal and answer the committee members' questions. The Curriculum Committee will vote to approve, to approve with modifications, or to not approve the proposed action during the meeting. The Curriculum Committee chair will make arrangements for further communication with the faculty submitter, as needed (e.g., deadline for submitting committee-recommended and/or required modifications and corrections or suggestions for how to proceed if a proposal is not approved).

*For proposed non-GenEd courses:*

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<sup>30</sup> Note that if the proposed action impacts the assessment of an existing program, the current and proposed, revised program outcomes assessment maps must be included for the proposal to be considered complete and to be reviewed. The program outcomes assessment maps will be forwarded to the Chair of the Faculty Senate Academic Program Assessment Committee; approval of the maps by that committee is required for the proposals to be reviewed by the Curriculum Committee.

8a. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. If the new course includes a student fee, the Office of the Provost/VCWSD coordinates review of the proposed fee by the VCFA. All BRCC proposal documents are prepared and sent out for electronic signing by the DCA

*For proposed GenEd courses:*

8b. Proposals approved by the Curriculum Committee are forwarded by the Curriculum Committee chair to the chair of the GenEd Committee with the Curriculum Committee's approval stated. The faculty submitter must complete and submit to the GenEd Committee chair any form(s) required for review of the course by the GenEd Committee. If the course is approved by the GenEd committee, the GenEd Committee chair informs the Curriculum Committee chair via email and forwards a copy of any documents signed by the GenEd Committee chair confirming the approval to both the Curriculum Committee chair and the DCA<sup>31</sup>. The curriculum form, master syllabus, GenEd approval, and the Acknowledgement Form are forwarded to the DCA for final review. If a student fee is proposed, the Office of the Provost/VCWSD coordinates review of the proposed fee by the VCFA. All BRCC proposal documents are prepared and sent out for electronic signing by the DCA.

#### Post-Approval Processes

9. Upon approval of the new course by the Provost/VCWSD (and VCFA, as needed), and if the course qualifies the student for an IBC and/or CTC,
  - a) specific course information is sent by the Office of the Provost/VCWSD to the LCTCS Office of Education, Training, and Student Affairs, and
  - b) the details of the approved action will be sent to the BRCC Registrar for entry in Banner. Following confirmation of Banner entry by the Registrar's office, the DCA will notify the faculty submitter, department chair, program manager, and division dean and facilitate uploading of the approved course master syllabus on the [BRCC website](#).
10. Note that if a student fee was approved for the course, the fee will be entered in Banner by the Director of Financial Aid. The division dean and department chair must verify that the fee in Banner is correct prior to building course sections in Banner and program manager) must include the fee when courses are prepared for student registration each semester.
11. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*. Note that the BRCC *Catalog* is published for each academic year. Only those courses for which all approvals have been obtained by the catalog publication date will be included for the upcoming academic year. BRCC does

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<sup>31</sup> The signed GenEd form will be filed with the Curriculum Form and master syllabus in the course file in the Office of the Provost/VCWSD.

not typically publish a catalog addendum, so a new course may not appear in the BRCC *Catalog* until the following academic year.

### MODIFYING AN EXISTING COURSE

The procedure for modifying an existing course is outlined in [Figure 5](#) and described below and on the following pages. Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to the course actions ([Table 3](#) and [Appendix A](#)) and are encouraged to refer to the overview and checklist for the modification of an existing course provided in [Appendix O](#).

#### Needs Assessment

1. Identify and be prepared to justify the need for the proposed modifications to the existing course.
  
2. Discuss the proposed course modifications with other faculty teaching the course, the department chair, and division dean. If the course is integral to a program of study for which an advisory board/committee has been established, the written approval of the proposed modifications may be required of the advisory board/committee prior to submission of the proposed modifications to the Curriculum Committee chair and DCA. If the course to be modified is required in a program of study that is accredited/approved by an external agency, the faculty submitter is responsible for obtaining approval by the accrediting/approving agency prior to submitting the proposed course modifications to the Curriculum Committee chair and DCA.
  - a) If the course qualifies a student for an IBC, is required for completion of a program that qualifies a student for an IBC, or is the only academic requirement for a CTC, the proposed action will likely require the approval of an advisory board/committee and/or an external agency. If so, the pre-approval of the proposed action must be noted in the proposal documentation and evidence provided in support or approval of the proposed action by each entity.
  - b) ***Any and all modifications to be made to the master syllabus for a course must be included in the Curriculum Form.*** Even if the proposed modifications appear to be minor to the faculty submitter, department chair, program manager, and/or division dean, the modification process must be documented for the College's records. In general and in the vast majority of cases, proposed modifications that impact information that is entered in Banner and/or published in the BRCC *Catalog* must be reviewed by the Curriculum Committee as a whole. The Curriculum Committee chair and DCA determine if proposed modifications to components of a master syllabus that are not entered in Banner or published in the BRCC *Catalog* warrant either approval by the chair or review and approval by the Curriculum Committee as a whole.
  - c) *Any proposed modification(s) to the GELO(s) in the current master syllabus of an approved GenEd course must be reviewed and approved by the GenEd committee*

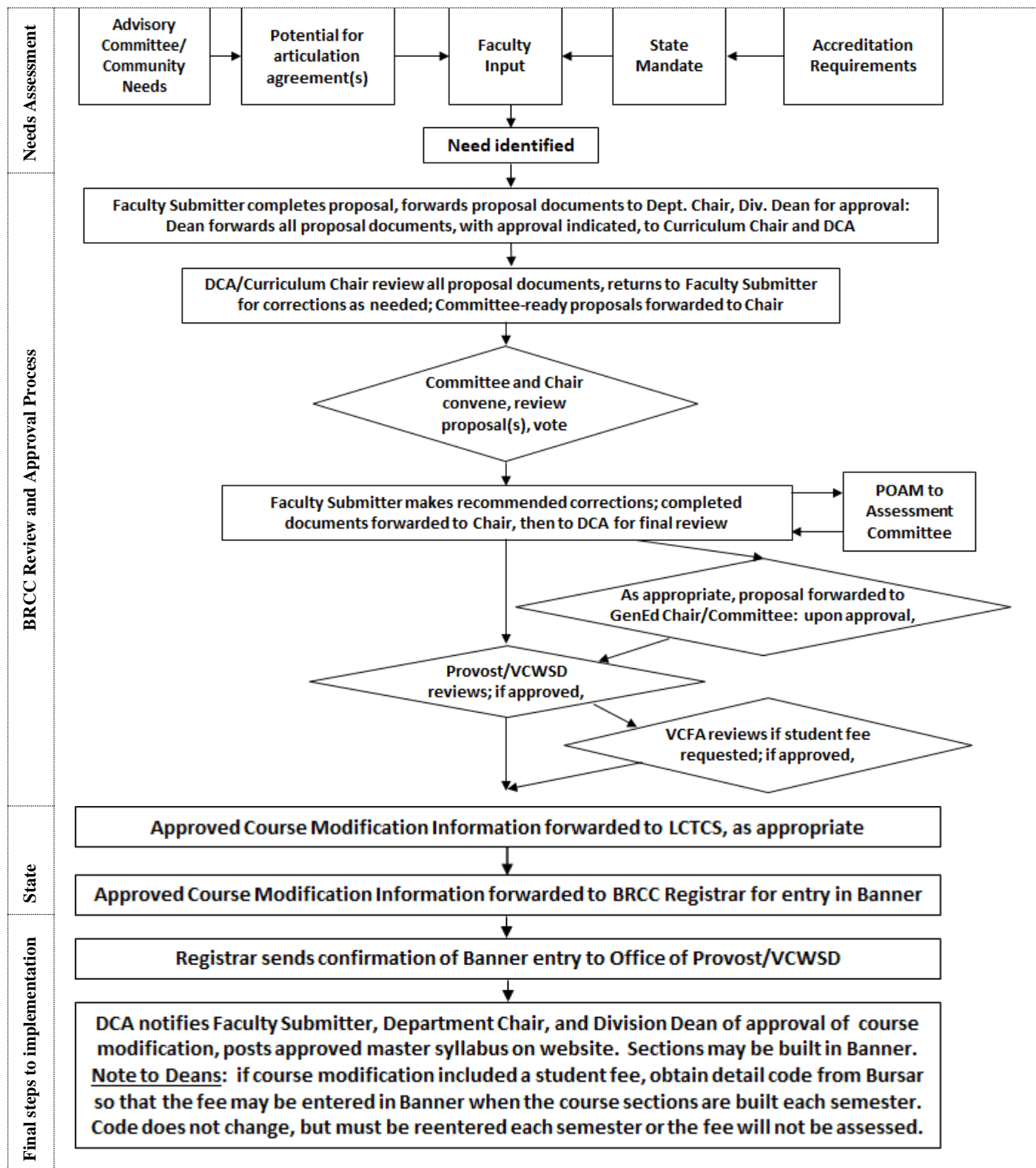


Figure 5: Curriculum Process for the Modification of an Existing Course

before being sent to the Curriculum Committee for approval unless the modification is a correction<sup>32</sup>. Similarly, if an existing course is to be submitted to the GenEd Committee for approval as a GenEd course, the approval of the GenEd Committee is required for adding GELO(s) to a master syllabus.

d) **Electronic Learning (e-Learning) courses:** Courses that have been approved by the Curriculum Committee and Provost/VCWSD for traditional face-to-face delivery may be developed for hybrid or online delivery with the approval of the appropriate division dean. Modifications to any course apply to all sections of the course, regardless of delivery format. All sections of a course share the same master syllabus; an eLearning section of a course differs from a traditional classroom section of the same course only in the mode of delivery.

3. If the proposed action(s) impact the assessment of a program, the current and proposed program outcomes assessment maps must be submitted along with the curriculum form, master syllabi, and completed and signed Acknowledgement Form.

#### Proposal Preparation and Submission

4. The faculty submitter must submit the following:

- a) the completed Curriculum Form for Modifying an Existing Course;
- b) justification for the addition of a student fee (if applicable)<sup>33</sup>;
- c) the current [master syllabus](#);
- d) the proposed, revised master syllabus for the course using the appropriate template<sup>34</sup>;
- e) the current and proposed, revised program outcomes assessment maps for any program of study impacted by proposed modifications to the course LOs that are mapped to program outcomes<sup>35</sup>;
- f) written documentation of support for the proposed action(s) from an advisory board/committee or accrediting agency as appropriate for the program(s) supported by the course; and
- g) the completed and signed Acknowledgement Form.

5. The faculty submitter sends the proposal documents to the department chair for review and approval (or to the dean, if the division does not have department chairs). The department chair is expected to review the proposal and ensure that it is complete (see the

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<sup>32</sup> The approval from the GenEd Chair must be submitted with the proposal to modify the course submitted to the Curriculum Chair.

<sup>33</sup> If the proposed modification includes the addition of a student fee, the use of the fee must be identified, and if the fee is to cover the cost of non-reusable/disposable items required for each student, an itemized list of the items to be purchased, the cost of each item, and the vendor/source of the items must be provided. If the fee to be added or modified is associated with an Inclusive Access agreement with a publisher, correspondence with the publisher AND with the BRCC Bookstore must be provided.

<sup>34</sup> “MS template non GenEd course” or “MS template GenEd course”

<sup>35</sup> Note that if the proposed action impacts the assessment of an existing program, the current and proposed, revised program outcomes assessment maps must be included for the proposal to be considered complete and to be reviewed. The program outcomes assessment maps will be forwarded to the Faculty Senate Academic Program Assessment Committee; approval by this committee is required prior to review by the Curriculum Committee.

proposal checklist, [Appendix O](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents and approval to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If the proposed modifications to the course are expected to have an impact on enrollment in one or more existing courses offered by a different division, the faculty submitter is responsible for providing evidence of written correspondence with the other division dean(s) and department chair(s) with the proposal documents.

### Proposal Review

6. Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed or the issues are incompletely addressed, review of the proposal by the committee will be delayed.
7. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the committee to make a brief presentation of the proposal and answer the committee members' questions. The Curriculum Committee will vote to approve, to approve with modifications, or to not approve the proposed action during the meeting. The Curriculum Committee chair will make arrangements for further communication with the faculty submitter as needed (e.g., deadline for submitting committee-recommended and/or required modifications and corrections or suggestions for how to proceed if a proposal is not approved).
8. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. If the proposed action includes that addition or modification of a student fee, the Office of the Provost/VCWSD coordinates review of the proposed fee by the VCFA. All BRCC proposal documents are prepared and sent out for electronic signing by the DCA.

### Post-Approval Processes

9. Upon approval of the course modifications by the Provost/VCWSD (and the VCFA, as needed),
  - a) the details of the approved action will be sent to the BRCC Registrar for entry in Banner. Following confirmation of Banner entry by the Registrar's office, the DCA will notify the faculty submitter, department chair, program manager, and division dean and facilitate uploading of the approved course master syllabus on the [BRCC website](#).

- b) Note that if a student fee was approved for the course, the fee will be entered in Banner by the Director of Financial Aid. The division dean and department chair/program manager must verify that the fee in Banner is correct prior to building course sections in Banner each term.

10. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the *BRCC Catalog*. Note that the *BRCC Catalog* is published for each academic year. Only those courses for which all approvals have been obtained by the catalog publication date will be included for the upcoming academic year. BRCC does not typically publish a catalog addendum, so a course modification may not appear in the *BRCC Catalog* until the following academic year.

### DELETING AN EXISTING COURSE

The procedure for deleting an existing BRCC course, outlined in [Figure 6](#), is described below and on the following pages. Faculty submitters, department chairs, program managers, deans, and Curriculum Committee members are expected to be familiar with the policies and principles relevant to the course actions ([Table 3](#) and [Appendix A](#)) and are encouraged to refer to the overview and checklist for the deletion of an existing course provided in [Appendix P](#).

#### Needs Assessment

1. Identify and be prepared to justify the need for deleting the course<sup>36</sup>. Discuss the proposed deletion with other faculty teaching the course, faculty teaching courses in the same and related disciplines supporting the same or similar programs, the department chair, program manager, and the division dean.
  - a) If the course is an elective in, or required for, a program that will continue to be offered, the proposal for the course action must be accompanied by the proposal for modification of the program. If the assessment of that program will be impacted by the proposed action, the current and proposed, revised program outcomes assessment maps must be included among the proposal documents.
  - b) If the proposed action for the course is linked to the deletion of a program, the submission of the program action is likely to have preceded the submission of the proposed course action; proposals for course deletions should be submitted during the final semester the course is offered.
  - c) If the course is included in one or more programs for which BRCC has one or more articulation agreements, the proposal must include an acknowledgement from the division dean of the potential need to revise impacted articulation agreements.
  - d) If the course is a component in a program for which there is an advisory board/committee and/or is accredited by an external agency, written support of the board/committee/accreditation agency for the proposed action must be included with

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<sup>36</sup> The most common reason for deleting a course is the termination of a program. A less common reason is that a proposed change to a course (e.g., to the course prerequisite) changes the course number/level hierarchy (a 2000-level course becomes a prerequisite for a 1000-level course), requiring assignment of a new number to a course. In such a case, the existing course is deleted and its course number retired, and the existing course is submitted as a new course with a new course number.



the proposal. If the course is transferable but not included in the Master Course Articulation Matrix, written acknowledgement from the transfer institution(s) of the proposed deletion must be included with the other proposal documents.

- e) If the course to be deleted is an approved GenEd course, the GenEd Committee and chair must approve the deletion before the proposal is submitted to the Curriculum Committee chair (unless otherwise directed by the GenEd Committee chair<sup>37</sup>). Written approval of the proposed deletion from the GenEd Committee chair must be included with the other proposal documents.

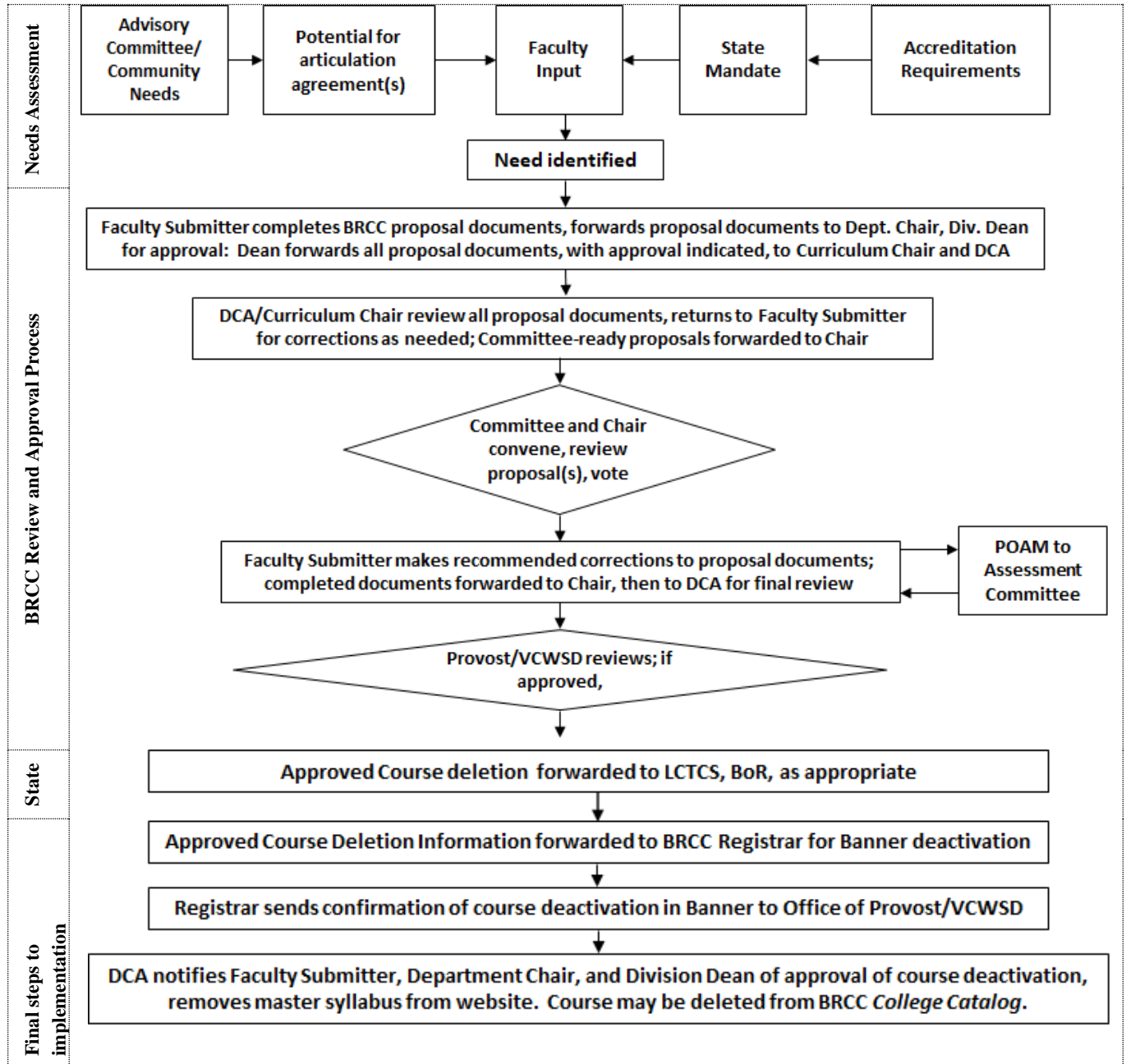


Figure 6: Curriculum Process for the Deletion of an Existing Course

<sup>37</sup> Communication from the GenEd Chair must accompany the curriculum proposal documents.

## Proposal Preparation and Submission

2. Submission of a proposal to delete a course must be accompanied by a proposal to modify a program of study if the course is an elective or is required for the completion of a program of study that will continue to be offered. Consideration of the following will facilitate the submission and review process.
  - a) If the course to be deleted is not required for the completion of an active program, the process of deleting the course may commence at any time.
  - b) If the course to be deleted is an elective in one or more active programs, and is listed in the *BRCC Catalog* as an elective in the program outlines, the proposal to delete the course must be accompanied by a proposal to modify the program(s) of study.
  - c) If the course to be deleted is required for the completion of one or more programs of study, the proposal to delete the course must be accompanied by a proposal to modify the program(s) of study with the alternative course for completion of the program identified. If the LOs for the course are linked to the assessment of one (or more) of the program outcomes, the proposal must include the current and proposed, revised program outcomes assessment maps (see [Appendix H](#)).
  - d) If the course is required or an elective for one or more programs for which BRCC has one or more articulation agreements, the proposal must include an acknowledgement of the potential need for revision of the agreements from the division dean. The current articulation agreements must be included among the proposal documents for the submission to be considered complete<sup>38</sup>.
  - e) If the course to be deleted is required for the completion of an inactive program, the proposal to delete the course may be accompanied by, or submitted after, a proposal to delete the program.
  - f) If the course to be deleted was required for a program that is in Teach Out, the proposed action should be sent during or immediately following the final semester the course is offered.
  
- 3 The faculty submitter must submit the following:
  - a) the completed Curriculum Form for the Deletion of an Existing Course;
  - b) written support of advisory board/committee and/or accrediting agency;
  - c) the [current master syllabus](#) for the course;
  - d) communication from the GenEd Committee chair, as appropriate;
  - e) the proposal to modify the program (curriculum form plus the current and proposed programs of study and program outcomes assessment maps) if the course to be deleted is required for a program of study that will continue to be offered, and the LOs for the course are linked to the assessment of that program of study<sup>39</sup>;
  - f) any articulation agreements that may be impacted by the proposed action; and
  - g) the completed and signed Acknowledgement Form.

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<sup>38</sup> See the current *BRCC Catalog* and/or the [Articulation Agreements](#) on the BRCC website.

<sup>39</sup> Note that if the proposed action impacts the assessment of an existing program, the current and proposed, revised program outcomes assessment maps must be included for the proposal to be considered complete and to be reviewed. The program outcomes assessment maps will be forwarded to the Faculty Senate Academic Program Assessment Committee; approval by this committee is required prior to review by the Curriculum Committee.

4. The faculty submitter sends the proposal documents to the department chair for review and approval (or directly to the dean, if the division does not have department chairs). The department chair is expected to review the proposal and ensure that it is complete (see the proposal checklist, [Appendix P](#)). Upon confirming that the proposal is complete, the department chair forwards the proposal documents and approval to the division dean. The dean submits all of the documents and approval electronically (via email) to the Curriculum Committee chair and DCA. If the proposed deletion is associated with a substantive change, correspondence with BRCC's SACSCOC Accreditation Liaison must accompany the proposal documents. If the deletion of the course may impact enrollment in one or more existing courses offered by a different division, the faculty submitter is responsible for informing the other division dean(s) and department chair(s) (and/or program manager(s)), including written confirmation of communication (emails) with the division of the intent to delete the course with the proposal documents.

#### Proposal Review

5. Proposals are first reviewed by the DCA and the Curriculum Committee chair. The faculty submitter is expected to respond to all requests by the reviewers for additional information, clarification, and/or corrections by a specific deadline in order for the proposal to be placed on the agenda for the next regularly scheduled Curriculum Committee meeting. If the deadline is missed or the issues are incompletely addressed, review of the proposal by the committee will be delayed.
6. The DCA will forward proposed actions to the Curriculum Committee chair when all of the proposal documents are committee-review-ready (i.e., all markings from the review process have been removed). The faculty submitter (or proxy) will be notified of the date, time, and location of the meeting by the Curriculum Committee chair and must appear before the committee to make a brief presentation of the proposal and answer the Curriculum Committee members' questions. The Curriculum Committee will vote to approve, to approve with modifications, or to not approve the proposed action during the meeting. The Curriculum Committee chair will make arrangements for further communication with the faculty submitter as needed (e.g., deadline for submitting committee-recommended and/or required modifications and corrections).
7. Proposals approved by the Curriculum Committee are forwarded to the DCA for final review. All BRCC proposal documents are prepared and sent out for electronic signing by the DCA.

#### Post-Approval Processes

8. Upon approval of the proposed action by the Provost/VCWSD,
  - a) specific course information is sent by the DCA to the LCTCS Office of Education, Training, and Student Affairs; if the course is listed in the BoR Master Course

- Articulation Matrix, the DCA sends the information to the BoR Office of Academic Affairs and Innovation as well<sup>40</sup>; and
- b) the details of the approved action will be sent to the BRCC Registrar so that the course may be deactivated in Banner. Following confirmation of Banner deactivation by the Registrar's office, the DCA will notify the faculty submitter, department chair, program manager, and division dean and will facilitate removal of the course master syllabus from the BRCC website.
9. The Office of the Provost/VCWSD coordinates the incorporation of approved curricular actions into the BRCC *Catalog*. A course that is to be deleted may appear in the BRCC *Catalog* if the approval has not been obtained prior to the date of the BRCC *Catalog* publication; however, once the course is deactivated in Banner, a student may neither register for nor enroll in it. The course will not be included in the BRCC *Catalog* the following academic year.

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<sup>40</sup> Only the staff in the BoR Office of Academic Affairs and Innovation make changes to the MCAM, and only BRCC's Chief Articulation Officer is authorized to send the information to the BoR.

## APPENDICES



**APPENDIX A:** Policies and Principles directly related to Curriculum Development

<b>Organization<sup>1</sup></b>	<b>Policy or Principle Number<sup>2</sup>, Title/Subject</b>
<a href="#">SACSCOC</a>	6.2a, Faculty Qualifications
	8.2.a, Student outcomes, educational programs
	9.1, Program Content (a Core Requirement)
	9.2, Program length (a Core Requirement)
	9.3, General Education
	9.7, Program requirements
	10.1, Academic policies
	10.4, Academic governance
	10.7, Policies for awarding credit
	11.1, Library and learning/information resources (a Core Requirement)
	14.4, Representation to other agencies
<a href="#">BoR</a>	AA 2.04, Academic Planning and Degree Program Proposals
	AA 2.06, Review of Existing Academic Programs/ Units
	AA 2.08, Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units
	AA 2.09, Re-Submission of Disapproved Letters of Intent, Proposals, or Requests
	AA 2.10, Reconsideration of Terminated Academic Programs
	AA 2.11, Approved Academic Terms and Degree Designations
	AA 2.12, Delivery of Degree Programs Through Distance Learning Technology
	AA 2.13, Program Accreditation
	AA 2.14, Teacher Preparation Education
	AA 2.15, Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees
	AA 2.16, Statewide General Education Requirements
	AA 2.17, Staff Approval of Routine Academic Requests
	AA 2.18, Gateway Mathematics and English Course Placement Requirements
	AA 2.25, Universal Transfer Pathways
<a href="#">LCTCS</a>	1.004, General Admission Policy Statement for First Time Freshman
	1.007, Course and Program Classifications
	1.011, Institutional Accreditation
	1.014, Assessment
	1.017, Institutional Agreements, Transfer, and Articulation
	1.022, Course Grades
	1.024, Curriculum Development Process and Requests
	1.032, Course Enrollment Guidelines
	1.040, Delivery of Programs and Services to Residents of Correctional Facilities
	1.047, Program Health Index
<a href="#">BRCC</a>	AA 1.4090, Programmatic Accreditation
	AA 1.4100, Academic Program Review
	AA 1.4110, Academic Curriculum Development
	AA 1.4130, Classification of Instructional Programs (CIP) and Courses
	AA 1.4140, Course Classification
	AA 1.4150, Articulation Agreements

<b><u>Organization</u><sup>1</sup></b>	<b>Policy or Principle Number<sup>2</sup>, Title/Subject</b>
BRCC, cont.	AA 1.4180, Electronic Learning (e-Learning)
	AA 1.4240, Mandatory Testing and Advanced Placement
	AA 1.4260, Minimum Length for Academic Courses
	AA 1.4270, Credit Hours for Courses and Programs
	AA 1.4290, Disclosure of Degree Program Transferability
	AA 1.4500, Academic Grading Scale
	AA 1.4510, Quality Point System
	AA 1.4520, Course Enrollment [Guidelines]
	AA 1.7030, Substantive Change
	AA 1.7040, Responsibility and Authority of Faculty in Academic and Governance Matters
	AA 1.7050, Closing a Program

- <sup>1</sup> SACSCOC = Southern Association of Colleges and Schools Commission on Colleges  
BoR = Louisiana Board of Regents  
LCTCS = Louisiana Community and Technical College System Board of Supervisors
- <sup>2</sup> AA = Academic Affairs





**ACADEMIC PROGRAM REVIEW**  
**NEW PROGRAM- Review, Approval, and Implementation**  
 \*All new programs will be implemented in the fall semester unless specifically requested otherwise.

TASK(S)	COMPLETION PERIOD	CHAMPION(S)
<b>Step 1:</b> Faculty submit a proposal for a new program to their department chair that includes the proposed Program Outcomes Map (POM).	Spring Graduation Day	Faculty by Program
<b>Step 2:</b> Department chair reviews documents, approves, and submits to the Academic Dean.	June 1	Department Chair
<b>Step 3:</b> Academic Dean reviews documents, approves, and submits to the Director of Curriculum and Articulation (DCA) and cc's Courses and Curricula chair for review.	July 1	Academic Deans
<b>Step 4:</b> DCA forwards new program proposals to the Faculty Senate Courses and Curricula Committee for review.	Mid-August	DCA
<b>Step 5:</b> During the September meeting, faculty submitter defends new program proposal that includes the POM.  Faculty Senate Courses and Curricula Committee chair forwards approved new program proposal to the DCA.	Second Thursday of September	Faculty Submitter  The Faculty Senate Courses and Curricula Committee Chair
<b>Step 6:</b> DCA forwards POM to the Faculty Senate Academic Assessment Committee for review and approval.	Third Thursday of September	DCA
<b>Step 7:</b> Faculty Senate Academic Assessment Committee chair sends approved POM to the DCA.	October 31	Faculty Senate Academic Assessment Committee chair
<b>Step 8:</b> DCA forwards Curriculum documents and the approved POM to VCASA.	November 7	DCA
<b>Step 9:</b> VCASA reviews approved new program documents that include the POM, approves, and returns to the DCA.	December 1	VCASA
<b>Step 10:</b> DCA secures the Chancellor's signature and ensures the documents are ready for the February meeting of the LCTCS Board of Supervisors.  DCA then forwards the approved new program documents to LCTCS (and BOR when applicable).	January 7	DCA



## ACADEMIC PROGRAM REVIEW

### NEW PROGRAM- Review, Approval, and Implementation

\*All new programs will be implemented in the fall semester unless specifically requested otherwise.

TASK(S)	COMPLETION PERIOD	CHAMPION(S)
<b>Step 11:</b> DCA notifies the Academic Deans, and chairs of Faculty Senate Academic Assessment Committee and the Faculty Senate Courses and Curricula Committee of the state-level approvals for the new academic program.	March 15	DCA
<b>Step 12:</b> Once notified of approval by LCTCS (and BOR), if the new program does not constitute a substantive change, an action letter is written by the VCASA and forwarded to the Registrar's Office for inclusion in the college's BANNER system and entered into the BRCC student application forms. <ul style="list-style-type: none"> <li>• If the new program represents a substantive change, approval by SACSCOC is required before entry into BANNER, addition of the program to the application, and availability of the program for student enrollment.</li> </ul> Concurrently, the Faculty Senate Academic Assessment Committee chair updates Program and Student Learning Outcomes Map.	March 31- May 15   (6 months-1 year before implementation)	VCASA   SACSCOC Accreditation Liaison  Faculty Senate Academic Assessment Committee chair



## ACADEMIC PROGRAM REVIEW

### PROGRAM MODIFICATION- Review, Approval, and Implementation

\*All program modifications will be implemented in the fall semester unless specifically requested by department.

TASK(S)	COMPLETION PERIOD	CHAMPION(S)
<b>Step 1:</b> Faculty submit a proposal for a program modification that impacts the assessment of an existing program to their department chair that includes modification of the Program Outcomes Map (POM).	Spring Graduation Day	Faculty by Program
<b>Step 2:</b> Department chair reviews documents, approves, and submits to the Academic Dean.	June 1	Department Chair
<b>Step 3:</b> Academic Dean reviews documents, approves, and submits to the Director of Curriculum and Articulation (DCA) and cc's chair of the Courses and Curricula Committee for review.	July 1	Academic Deans
<b>Step 4:</b> DCA forwards program modification proposals to the Faculty Senate Courses and Curricula Committee for review and approval.	Mid-August	DCA
<b>Step 5:</b> During the committee meeting, the faculty submitter defends program modification proposals that include the modified POM  Faculty Senate Courses and Curricula Committee chair forwards approved program modification proposals to the DCA.	Second Thursday of September	Faculty Submitter  The Faculty Senate Courses and Curricula Committee Chair
<b>Step 6:</b> DCA forwards POM to the Faculty Senate Academic Assessment Committee for review and approval.	Third Thursday of September	DCA
<b>Step 7:</b> Faculty Senate Academic Assessment Committee chair sends approved POM to the DCA.	October 31	Faculty Senate Academic Assessment Committee chair
<b>Step 8:</b> DCA forwards curriculum documents and the approved POM to VCASA.	November 7	DCA



## ACADEMIC PROGRAM REVIEW

### PROGRAM MODIFICATION- Review, Approval, and Implementation

\*All program modifications will be implemented in the fall semester unless specifically requested by department.

TASK(S)	COMPLETION PERIOD	CHAMPION(S)
<b>Step 9:</b> VCASA reviews approved program modification documents that include the POM, approves, and returns to the DCA.	December 1	VCASA
<b>Step 10:</b> As needed, the DCA secures the Chancellor's signature and ensures the documents are ready for the February meeting of the LCTCS Board of Supervisors.  DCA then forwards the approved program modification documents to LCTCS (and BOR when applicable).	January 7	DCA
<b>Step 11:</b> DCA notifies the Academic Deans, and chairs of Faculty Senate Academic Assessment Committee, and the Faculty Senate Courses and Curricula Committee of the state-level approvals for the academic program modifications.	March 15	DCA
<b>Step 12:</b> Once notified of approval by LCTCS (and BOR), if the new program does not constitute a substantive change, an action letter is written by the VCASA and forwarded to the Registrar's Office for inclusion in the college's BANNER system and entered into the BRCC student application forms. <ul style="list-style-type: none"> <li>• If the new program represents a substantive change, approval by SACSCOC is required before entry into BANNER, addition of the program to the application, and availability of the program for student enrollment.</li> </ul> Concurrently, the Faculty Senate Academic Assessment Committee chair updates Program and Student Learning Outcomes Map.	March 31- May 15  (6 months-1 year before implementation)  March 31- May 15	VCASA  SACSCOC Accreditation Liaison  Faculty Senate Academic Assessment Committee chair



**ACADEMIC PROGRAM REVIEW  
PROGRAM OUTCOMES ASSESSMENT  
FACULTY RESPONSIBILITIES**

TASK(S)	COMPLETION PERIOD	CHAMPION(S)
<b>Step 1:</b> Department Chairs provide Faculty <sup>1</sup> with approved Program Outcomes Map (POMs). POMs have been reviewed and approved by the Faculty Senate Academic Assessment Committee Chair who retains a copy of each POM.	Convocation Week	Department Chair
<b>Step 2:</b> Faculty training by Faculty Senate Academic Assessment Committee Chair for the purpose of linking Course Assessment Measures to Course-Level Student Learning Outcomes (SLOs) in Canvas.	August 15-September 15	Faculty Senate Academic Assessment Committee Chair
<b>2<sup>nd</sup> Seven-Week</b> Faculty training by Faculty Senate Assessment Committee Chair for the purpose of linking Course Assessment Measures to Course-Level Student Learning Outcomes (SLOs) in Canvas.	October 1-November 15	
<b>Step 3:</b> Faculty members develop, or are provided with, department-wide Course Assessment Measures by Department Chairs or Course Coordinators which will be used to gather evidence of student achievement in evaluating SLOs that have been mapped to the POs.	Continuously during the fall academic semester	Faculty, Department Chairs, Program Coordinators by Program
<b>Step 4:</b> Faculty members enter competency results for each SLO per course per semester into Canvas <sup>2</sup> .	September 15-September 30	Faculty Members
<b>1<sup>st</sup> Seven-Week</b> Faculty members enter competency results for each SLO per course per semester into Canvas.	September 15-September 30	Faculty Members
<b>Step 5:</b> Faculty Senate Academic Assessment Committee Chair generates the outcomes report based on Canvas analytics. Outcomes report contains student names, ID numbers, assignment type, competency level, and CRNs.	December 1	Faculty Senate Academic Assessment Committee Chair
Outcomes Report is sent by the Faculty Senate Academic Assessment Chair to IR for student major identification.	December 5	Faculty Senate Academic Assessment Committee Chair
<b>Step 6:</b> IR returns Outcome Report with student major identification back to Faculty Senate Academic Assessment Committee Chair.	January 15	Planning and Assessment Director
<b>Step 7:</b> Faculty Senate Academic Assessment Committee Chair sorts the data by program and outcome and sends the data sets to each respective Academic Dean along with an EXCEL sheet to compute competency results.	January 21	Faculty Senate Academic Assessment Committee Chair





**ACADEMIC PROGRAM REVIEW  
PROGRAM OUTCOMES ASSESSMENT  
ADMINISTRATIVE RESPONSIBILITIES**

<b>TASK(S)</b>	<b>COMPLETION PERIOD</b>	<b>CHAMPION(S)</b>
<b>Step 1:</b> Faculty Senate Academic Assessment Committee Chair extracts Program Outcomes (PO)/ Student Learning Outcomes (SLO) data for the prior six (6) semesters from LMS (Canvas) and transmits via email to Academic Deans. Concurrently, the Faculty Senate Academic Assessment Committee Chair also posts the PO/SLO course assessment data on the LMS (Canvas) making the information available to Department Heads and Academic Program Managers.	July 1- September 1	Faculty Senate Academic Assessment Committee Chair
<b>Step 2:</b> Director of IR sends out pre-filled APR forms with frozen institutional data to Academic Deans for completion of Academic Program Review (APR) requirements	September 1 - 15	IR Director
<b>Step 3:</b> Academic Deans review the pre-filled APR forms and incorporate program-level PO/SLO data for completion of the APR forms.	September 15- 30	Academic Deans
<b>Step 4:</b> Academic Deans assemble a Review Team that may include an external member to review the completed APR forms and develop individual Program Improvement Plans for each APR form.	September 30- October 15	Academic Deans
<b>Step 5:</b> Review Team submits completed APR forms to the Academic Deans for review and approval.	October 15- November 1	Department Chair/ Program Manager
<b>Step 6:</b> Deans submit fully completed APR forms that contain Improvement Plans to submit to VCASA for review, discussion, approval, and signatures by Department Head/Dean/VCASA.	November 1- 20	Academic Deans
<b>Step 7:</b> APR reports will be discussed with faculty in division meetings during Convocation week.	Spring Convocation	Academic Deans
<b>Step 8:</b> VCASA presents summaries of APR Reports by Academic Division to the Executive Council on Institutional Effectiveness (ExCIE).	Early Spring Semester	VCASA
<b>Step 9:</b> APR reports will be archived in the following locations: <ul style="list-style-type: none"> <li>• Faculty Senate Academic Assessment Committee module</li> <li>• IE Office</li> <li>• VCASA Office</li> <li>• The SACSCOC Archive</li> </ul>	Early Spring Semester	VCASA





## 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 higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential. All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation.

### **Undergraduate Certificates**

1. **Career and Technical Certificate (CTC)** – An applied skills program (6-18 SCH) that provides specific, meaningful technical skills relative to employment readiness. The CTC includes a demonstrated alignment with, and a process whereby a student's competencies are verified against, a set of pre-determined standards which lead to and/or prepare an individual to test for an industry-based certification (IBC), state licensure, or state-recognized certification awarded by an independent, third party that is recognized by business and industry and/or the State of Louisiana. At least half of the CTC requirements should be distinctive from other credentials. The CTC is not designed for transfer to an academic degree program. CTCs may be combined to form a Certificate of Technical Studies (CTS) and/or a Technical Diploma (TD).

Approval authority: The approval authority rests with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents for review (e.g., name, CIP) and verification before being added to the CRIN for implementation.

Example: CTC in Emergency Medical Technician (EMT); CTC in Certified Nurse Assistant (CNA).

2. **Certificate of Technical Studies (CTS)** – An applied, technical program (16-33 SCH) to provide a student with a broad technical competency in a specific area or field. The CTS is not designed for transfer into an academic degree program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: CTS in Automotive Engine Technology

3. **Technical Diploma (TD)** – An applied, technical program (45-60 SCH) usually formed by combining multiple CTSs and/or CTCs. TD programs are not designed for transfer to an academic program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: TD in Automotive Technology (CTS in Automotive Engine Technology, plus CTCs in Automotive Body Repair, Automotive Detailing, etc.)

4. **Certificate of Applied Science (CAS)** – A more academically-oriented offering (usually 25-45 SCH) created by combining a CTS with a limited general education component (at least 9 SCH). At a minimum, the general education component should be fully transferrable into an undergraduate academic program.

Final approval authority: Board of Regents. Example: CAS in Medical Billing and Coding

5. **Certificate of General Studies (CGS)** – 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 CGS 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 SCH) and two elective courses. CGS programs are strictly limited to two-year institutions.

Final approval authority: Board of Regents.

6. **Post-Associate Certificate (PAC)** – An academic or technical offering (12-33 SCH) that is earned after a student has already completed a recognized associate's degree, usually for additional professional or technical certification.

Final approval authority: Board of Regents. Example: PAC in Radiation Therapy

7. **Post-Baccalaureate Certificate (PBC)** – An undergraduate, academic offering (12-33 SCH) 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.

Final approval authority: Board of Regents. Example: PBC in Elementary Education Gr 1-5

### **Associate[1] Degrees**

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation or certification requirements) they may exceed the 60-credit limit. Exceptions to the standard number of credits must be approved by the respective Management Board. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

8. **Associate of Applied Science (AAS)** – An applied degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a

TD with 15 SCH of required general education or can be a distinct curriculum. All general education coursework must meet SACSCOC requirements. If technical coursework required of the degree is intended for transfer to a university, this coursework must meet appropriate SACSCOC requirements.

Final approval authority: Board of Regents. Example: AAS in Motor Vehicle Technology

9. **Associate of Arts (AA)** 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 SACSCOC requirements.

Final approval authority: Board of Regents. Example: AA in Visual and Performing Arts

10. **Associate of Science (AS)** – 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 SACSCOC requirements.

Final approval authority: Board of Regents. Example: AS in Computer Science

11. **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 degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.

Final approval authority: Board of Regents. Example: Associate of General Studies

12. **Louisiana Transfer Associate (AALT or ASLT)** – 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 SCH in the degree plus credit for completion of the Board of Regents' required general education block at any public university.

Final approval authority: Board of Regents

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**[1]** *There are select circumstances when AAS, AA, AS, 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.*





[www.mybrcc.edu](http://www.mybrcc.edu)

*Substantive Change*

**POLICY NUMBER**

1-7030

<p><b>Responsible Office:</b> <i>Office of the Vice Chancellor for Academic and Student Affairs</i></p>	<p><b>Effective Date:</b> <i>03/15/2021</i></p>
<p><b>Responsible Official:</b> <i>Vice Chancellor for Academic and Student Affairs</i></p>	<p><b>Last Reviewed Date:</b> <i>09/23/2019</i></p>
<p><b>Policy Classification:</b> <i>Academic and Student Affairs</i></p>	<p><b>Origination Date:</b> <i>10/20/2016</i></p>

**I. POLICY STATEMENT**

Baton Rouge Community College (BRCC), as a member institution of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), is committed to reporting substantive changes to SACSCOC in a timely manner.

**II. POLICY RATIONALE AND SCOPE**

The goals of this policy and associated procedures are to: demonstrate compliance with the requirement of SACSCOC in regards to substantive changes; provide guidance to the BRCC policy audience for recognizing substantive changes; inform the BRCC policy audience of the reporting requirements for different types of substantive changes; and ensure that BRCC reports substantive changes in a timely manner.

Accreditation of BRCC by SACSCOC encompasses all programs and services, wherever they are located and however they are offered. SACSCOC reviews BRCC’s compliance with all of its standards every ten years (decennial reviews) and reviews a select group of standards between decennial reviews (five-year interim reports). To ensure that changes made between these scheduled reviews do not compromise the quality of the total institution, BRCC is required to report changes that are considered substantive by the federal government as well as by the SACSCOC Board of Trustees.

**III. POLICY AUDIENCE**

Awareness, recognition, and reporting of changes that are or may be substantive are the responsibility of BRCC administrators, faculty, and staff.

#### **IV. POLICY COMPLIANCE**

Failure to comply with this policy may jeopardize BRCC's eligibility to receive federal financial assistance and may result in BRCC being placed on sanction or being removed from SACSCOC membership.

#### **V. POLICY DEFINITIONS**

Accreditation Liaison – the BRCC employee authorized to communicate directly with the SACSCOC staff member assigned to BRCC and responsible for reporting substantive changes according to the SACSCOC Substantive Change Policy and Procedures.

Significant departure – a program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question.

Substantive change – a significant modification or expansion of the nature and scope of an accredited institution.

#### **VI. POLICY IMPLEMENTATION PROCEDURES**

Each fall and spring term, BRCC's Accreditation Liaison distributes this policy, the associated Procedures for Reporting Substantive Change, and the Substantive Change checklist to BRCC administrative officers, academic officers, and directors of academic and student affairs offices, along with a deadline for returning the completed checklist.

The Accreditation Liaison reviews and summarizes the submissions and discusses them with the Vice Chancellor for Academic and Student Affairs (VCASA) to determine which, if any, of the proposed initiatives or programs represent substantive changes. The Accreditation Liaison and VCASA discuss the summary with the Chancellor, whose approval determines which changes are to be implemented and thus submitted to SACSCOC. The Accreditation Liaison works with the individuals who have proposed changes that must be reported to SACSCOC to prepare the appropriate documentation, works with the Office of the Chancellor to ensure that the documentation is sent to SACSCOC, and informs the appropriate staff at the Louisiana Community and Technical College System and Board of Regents of proposed and approved actions.

Questions regarding changes that arise outside of the fall and spring reporting periods are to be directed to BRCC's Accreditation Liaison.

## VII. POLICY RELATED INFORMATION

SACSCOC policy on Substantive Change:

<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>

The Accreditation Liaison: <https://sacscoc.org/app/uploads/2019/08/accreditation-liaison.pdf>  
(SACSCOC Guidelines)

BRCC Procedures for Reporting Substantive Changes

BRCC Substantive Change Checklist

Examples of substantive changes are summarized in the following bulleted lists. Consistent with the SACSCOC Substantive Change Policy and Procedures, the examples are arranged according to whether the change impacts the institution, specific programs, or instructional sites. The lists are not to be considered all-inclusive. The reader is encouraged to review the SACSCOC policy as well as BRCC's Procedures for Reporting Substantive Changes.

### A. Institutional Changes

- Substantially changing the established mission or objectives of an institution or its programs.
- Changing the legal status, form of control, or ownership of an institution.
- Changing the governance of an institution.
- Merging / consolidating two or more institutions or entities.
- Acquiring another institution or any program or location of another institution.
- Offering courses or programs at a higher or lower degree level than currently authorized.
- Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and other for-credit credential).
- Changing the way an institution measures student progress, whether in clock hours or credit-hours; semesters, trimesters, or quarters; or time-based or non-time-based methods or measures.
- Initiating programs by distance education or correspondence courses.

### B. Program Changes

- Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.
- Adding an additional method of delivery to a currently offered program.
- Entering into a cooperative academic arrangement.
- Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs.
- Substantially increasing or decreasing the number of clock hours or credit hours awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs.
- Adding competency-based education programs.
- Adding each competency-based education program by direct assessment.
- Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency.
- Awarding dual or joint academic awards.
- Re-opening a previously closed program.

### **C. Off-campus Instructional Site Changes**

- Relocating an institution or an off-campus instructional site of an institution (including a branch campus).
- Re-opening a previously closed off-campus instructional site.
- Adding a new off-campus instructional site/additional location including a branch campus.
- Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study.
- Closing an institution, a program, a method of delivery, an off-campus instructional site, or a program at an off-campus instructional site.

### **VIII. POLICY EXCEPTION**

Without exception, BRCC administrators, faculty, and staff are responsible for awareness, recognition, and reporting of changes that are or may be substantive.

### **IX. POLICY HISTORY AND REVIEW CYCLE**

This policy update supersedes and replaces BRCC's Academic Affairs policy 1-7030, Substantive Change, the effective date for which was 09/23/2019. This policy update reflects revisions to the SACSCOC Substantive Change policy that became effective January 1, 2021. The effective date for this revision is determined by the date of approval by BRCC's Chancellor. This policy is subject to the College's three year policy review cycle, which commences after the effective date of this revision.

### **X. POLICY URL**

This policy may be accessed on the BRCC website at [www.mybrcc.edu](http://www.mybrcc.edu).

### **XI. POLICY APPROVAL - SIGNATURE, NAME, TITLE, AND DATE OF OFFICIAL**



\_\_\_\_\_  
Willie E. Smith, Ed.D.  
Chancellor

03/15/2021

\_\_\_\_\_  
Date  
*Effective Date of Policy*



Timeline:

- The approval process may take a year. Due dates for proposals based on desired term and year for implementation are published in the annual calendar of meetings of the Courses and Curricula Committee. New programs require, at minimum, approval by the LCTCS Board of Supervisors, which meets every other month during the calendar year. Programs with General Education requirements must also be approved by the Board of Regents. In 2022 the Board of Regents introduced a new process for the approval of new programs, which requires submission of a multi-year plan by the Provost/Vice Chancellor for Workforce and Student Development (who must be consulted before any proposals are prepared for Courses and Curricula). Programs outside the scope of the College's current accreditation by SACSCOC require approval by the SACSCOC Board of Trustees.
- The Courses and Curricula Committee meets on the 1<sup>st</sup> Thursday of every month in the Fall and Spring terms when classes are in session. Proposal submission deadlines are published prior to the beginning of the academic year, are sent out by the Curriculum Committee chair via email, and are published on the BRCC web site. Faculty submitter (or proxy) must present proposal to Curriculum Committee during the meeting.
- The LCTCS BoS meets on the 2<sup>nd</sup> Wednesday of the month (but does not meet every month); the [schedule of meetings for the current year](#) is published on the LCTCS website. Proposal deadline: 4<sup>th</sup> Monday prior to meeting date.

**Checklist for preparing required proposal documents**

- Read the section in this manual on [Adding a New Program](#).
- Obtain the following from the [BRCC web site](#):
  - Curriculum Form for Addition of a New Program;
  - “Catalog outline credit hours template” or “Catalog outline credit contact template”; and
  - Acknowledgement Form.
- Contact the chair of the Faculty Senate Committee for Program Assessment and request the Program Outcomes Assessment Map template.
- Check [active program inventories for other LCTCS campuses](#) to determine if any other institution in the System offers the same or a similar program (select each institution by name from the Institution drop-down menu on the page). If so, a rationale must be prepared to support the program duplication. If the duplication is well supported, a letter of adoption may be all that is needed for approval by the LCTCS Board of Supervisors.
- Determine star rating for jobs available to completers and graduates of program [from the LCTCS Star Ratings and CIP code crosswalk](#). Print; save page as pdf; submit with the curriculum form.
- Obtain occupational forecast for program completers and graduates from the Bureau of Labor Statistics (<https://www.bls.gov/news.release/ecopro.toc.htm>). Save URL, print pertinent evidence of jobs; submit the curriculum form and include evidence of jobs in rationale for program addition.
- Obtain occupational forecast for program completers, graduates in greater BR area, State ([http://www.laworks.net/LaborMarketInfo/LMI\\_employmentprojections.asp](http://www.laworks.net/LaborMarketInfo/LMI_employmentprojections.asp)). Save URL, print pertinent evidence of job availability; incorporate evidence into the curriculum form, rationale for addition of the new program.
- Consider membership on program's advisory board/committee: prepare list of potential candidates; consider sending initial communications to determine interest.
- Contact the Director of Library Services to discuss library holdings and potential needs, at least one month prior to deadline for submitting BoR and BoS proposals to LCTCS. Include communication with the Director (information submitted and acknowledgement of receipt by the Director) of the intent to offer new program among the proposal documents. The Director's signature is required on the curriculum form before proposal is reviewed by the Provost/VCWSD.

- Contact the Director of Financial Aid to discuss students' need for financial aid and approvals needed (VA, DoE). Include communication with the director (email exchange) among the proposal documents. Director's signature is required on the curriculum form before the proposal is reviewed by the Provost/VCWSD.
- Contact BRCC's SACSCOC Accreditation Liaison to determine if proposed action qualifies as substantive change; a prospectus may be required. Include communication with the Liaison (email exchange) among proposal documents. The Liaison's signature is required on the curriculum form before the proposal is reviewed by the Provost/VCWSD.
- Discuss with the dean of the division the potential for articulation of associate degree graduates to four-year institutions with related program(s) at baccalaureate level. Include evidence of discussion among proposal documents (e.g., meeting minutes, email exchange).
- Provide evidence of state mandate for the proposed new program as needed.
- Provide evidence of approval of adoption of a program of study developed by another LCTCS institution, if applicable.
- Prepare program outcomes map (must be submitted with other proposal documents); see department chair for assistance.
- Complete the Curriculum Form for a New Program.
- Complete the appropriate program outline for the catalog (credit hour template or credit contact template)
- Complete the Acknowledgement Form and obtain signatures of faculty who will teach the courses in the new program. Provide additional evidence of support for proposed action from division and/or department faculty (division and/or department meeting minutes).
- Provide evidence for accreditation-related support for proposed new program, if appropriate.
- Provide any evidence in support for the proposed new program not mentioned above.
- Complete the LCTCS "Curriculum Development Process and Requests" (<https://www.lctcs.edu/policies/>; select Form below Academic policy 1.024).
- Read [BoR Academic Affairs Policy 2.04](#), Academic Planning and Degree Program Proposals. Download budget page and the appropriate proposal form.
- Contact office of VC for Finance and Administration to discuss budget. Obtain directions for budget preparation well in advance of (1) submitting proposal to Courses and Curricula and (2) deadline for targeted meetings of LCTCS BoS and BoR (three months in advance).
- Read [BoR Academic Affairs Policy 2.13](#), Program Accreditation; determine if external accreditation of proposed program will be mandatory, recommended, or optional ([Master Listing](#)).
- Provide documentation required by BRCC's SACSCOC Accreditation Liaison for completion of prospectus to be sent to SACSCOC (if needed).
- Faculty submitter sends completed proposal (electronically) to department chair (or appropriate program administrator) for review and approval. Department chair (or program administrator) forwards documents, with approval indicated, to division dean. Division dean forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the division does not have a dean in place or reports directly to the Provost/VCWSD, submit proposals to the Provost/VCWSD (who submits the proposal documents to the Curriculum Committee Chair and DCA attached to an email in which the Provost/VCWSD's approval is stated).

## Section 9. Educational Program Structure and Content

**9.1** Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education (Program content) [CR]

Notes and the description of this Principle include the following:

- “Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenge students to integrate knowledge and develop skills of analysis and inquiry.”
- “The term “coherent” in this standard reflects an expectation that, as a student progresses through a program of study, the content of the program demands increasing levels of integration of knowledge. Coherence is a critical component of a program and should demonstrate an appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills.”

**9.2** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (*Program length*) [CR]

Notes and the description of this Principle include the following:

- The requirement uses as its basis the semester credit hour or its equivalency.
- This standard applies to all programs.
- Institutional credits for coursework that is not at the college level (e.g., developmental courses) do not count as part of the total credit hours needed to earn a degree.

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

- a) is based on a coherent rationale;
- b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent;
- c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas; humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirements) [CR]

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations. The institution is responsible for the delivery of an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

The SACSCOC Executive Council adopted the following interpretation in February 2010:

***Interpretation:***

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

**APPENDIX G:** [Board of Regents Statewide General Education Requirements](#)

CTS - Certificate of Technical Studies; CAS - Certificate of Applied Science; TD - Technical Diploma; AAS - Associate of Applied Science; AA - Associate of Arts; AS - Associate of Science; A - Associate (non-designated).

	CTS/CTC	CAS	TD	AAS	AA	AS	A
<b>English</b>	0	3	0	3	6	6	6
<b>Math</b>	0	3	0	3	3	6	3
<b>Natural Sciences</b>	0	0-3	0	3	6	6	6
<b>Humanities</b>	0	0-3	0	3	3	3	3
<b>Fine Arts</b>	0	0-3	0	0	3	3	3
<b>Social/Behavioral Sciences</b>	0	0-3	0	3	6	3	6
<b>Total</b>	0	9	0	15	27	27	27

**English.** CAS and AAS degrees shall require the successful completion of at least three hours of English composition. AA, AS, and A degrees shall require the successful completion of at least six hours of English composition.

**Mathematics/Analytical Reasoning** (e.g., Mathematics, Statistics, Symbolic Logic). CAS, AAS, AA, and A degrees shall require the successful completion of at least three hours of Mathematics/Analytical Reasoning. AS degree shall require the successful completion of at least six hours of Mathematics/ Analytical Reasoning.

**Natural Sciences: Life Science** (e.g., Biology, Biochemistry, Botany, Zoology) **and Physical Science** (e.g., Chemistry, Geology, Physics, Astronomy/Meteorology). The CAS may require, and AAS degrees shall require the successful completion at least three hours of any life or physical science. AA, AS, and A degrees shall require the successful completion at least six hours of natural science in any combination of life or physical science.

**Humanities** (e.g., Literature, Foreign Languages, History, Classical Studies, Communications, Philosophy, Religious Studies, Interdisciplinary). The CAS may require, and the AAS, AA, AS, and A degrees shall require the successful completion of at least three hours of Humanities.

**Fine Arts** (e.g., Music, Visual Arts, Applied Arts, Theatre, Dance, Interdisciplinary). The CAS may require, and the AA, AS, and degrees shall require the successful completion of at least three hours of Fine Arts.

**Social Science** (e.g., Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science) **and Behavioral Science** (e.g., Psychology, Sociology). The CAS may require, and the AAS and AS degree shall require the successful completion of at least three hours of Social/Behavioral Sciences. The AA and A degrees shall require the successful completion of at least six hours of Social/Behavioral Sciences.

*Modified from [AcAf 2.16](#) (references to Bachelor's degrees deleted)*



PROGRAM OUTCOMES ASSESSMENT MAPPING

DEGREE/CERTIFICATE  
NAME

---

DIVISION NAME

---

PROGRAM OUTCOME	COURSE RUBRIC	SPECIFIC COURSE LEARNING OUTCOME THAT SUPPORTS THE PROGRAM OUTCOME	ASSESSMENT MEASURE/ ACTIVITY SELECTED FOR DETERMINING STUDENT COMPETENCY
1.			
2.			
3.			
4.			
5.			





Timeline:

- The approval process may take a year, depending on the extent of modification proposed and the type of program (e.g., whether or not the program requires completion of general education coursework). Due dates for proposals based on desired term and year for implementation are published in the annual calendar of meetings of the Courses and Curricula Committee.
- The Courses and Curricula Committee meets on the 1<sup>st</sup> Thursday of every month in Fall and Spring when classes are in session. Proposal deadlines are published prior to the beginning of the academic year, are distributed via email, and are published on the BRCC web site. Faculty submitter (or proxy) must present proposal to Curriculum Committee during the meeting.
- The LCTCS BoS meets on the 2<sup>nd</sup> Wednesday of the month (but does not meet every month); the [schedule of meetings for the current year](#) is published on the LCTCS website. Proposal deadline: 4<sup>th</sup> Monday prior to meeting date.
- Confer with the division supervisor to determine if the proposed action must be included in the multi-year plan prepared for the Board of Regents by the Provost/Vice Chancellor for Workforce and Student Development.

**Checklist for preparing required proposal documents**

- Read the section in this manual on [Modifying an Existing Program](#).
- Obtain forms (published on the [BRCC web site](#)):
  - Curriculum Form for the Modification of an Existing Program
  - “Catalog outline credit hours template” or “Catalog outline credit contact template”
  - Acknowledgement Form
- Determine star rating for jobs available to completers and graduates of program [from the LCTCS Star Ratings and CIP code crosswalk](#). Print; save page as pdf; submit with the curriculum form.
- Obtain evidence of support for proposed action from advisory board/committee and/or external accrediting agency as appropriate.
- Contact the DCA to discuss potential requirement for submitting proposed modification to LCTCS BoS and the BoR. If needed, obtain the LCTCS “New Program and Curriculum Modification Form” (go to <https://www.lctcs.edu/policies> and select Form below Academic Policy 1.024). Form must be submitted to Curriculum Committee chair and DCA. The Curriculum Committee does not review or approve the LCTCS document; this is done by the DCA.
- If the proposed action impacts the assessment of one or more programs of study, the proposal documents must include the current and proposed, revised program outcomes assessment map(s) for the impacted program(s). Obtain current program outcomes assessment map and prepare proposed, revised program outcomes assessment map with program director/manager and department chair.
- If the program modification will require approval by the LCTCS BoS, obtain occupational forecast for program completers, graduates in greater BR area and in the state ([http://www.laworks.net/LaborMarketInfo/LMI\\_employmentprojections.asp](http://www.laworks.net/LaborMarketInfo/LMI_employmentprojections.asp) ). Save URL, print pertinent evidence of job availability; incorporate evidence in the curriculum form (section on the rationale for the proposed modification of the program).
- If one or more articulation agreements exist for this program, obtain evidence to support absence or anticipated impact of proposed action on course transferability resulting from approval of the proposed action and/or acknowledgement from division dean (email, for example) of impact of program modification on existing articulation agreement(s).
- Provide evidence of state mandate for the proposed action as needed.
- If the proposed actions result from approval to adopt a program developed by another LCTCS institution, provide evidence of approval of adoption by LCTCS.
- Provide any evidence in support for the proposed program modification not mentioned above.

- Contact BRCC's SACSCOC Accreditation Liaison to determine if proposed action qualifies as substantive change; discuss potential need for preparation and submission of a prospectus and/or notification. Evidence of communication with BRCC's SACSCOC Accreditation Liaison required for proposal submission.
- Complete the Curriculum Form for Modification of an Existing Program.
- Obtain the current program of study as it appears in the BRCC *Catalog* (pdf may be submitted).
- Prepare the proposed, revised program outline and program of study as it is to appear in the upcoming BRCC *Catalog*.
- Complete the Acknowledgement Form and obtain signatures of faculty in the department and division impacted by the proposed modification(s). Provide evidence of support for proposed action from division and/or department faculty (division and/or department meeting minutes).
- Faculty submitter sends completed proposal (electronically) to department chair for review and approval. Department chair forwards documents, with approval indicated, to division dean. Division dean forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the division does not have a dean in place or reports directly to the Provost/VCWSD, submit proposals to the Provost/VCWSD (who submits the proposal documents to the Curriculum Committee Chair and DCA attached to an email in which the Provost/VCWSD's approval is stated).

Timeline:

- All program terminations must be approved by SACSCOC. Contact BRCC's SACSCOC Accreditation Liaison immediately upon deciding to close the program to new enrollment and teach out the students currently enrolled.
- Courses and Curricula Committee meets 1<sup>st</sup> Thursday of every month in Fall and Spring when classes are in session. Proposal deadlines are published at the end of the previous academic year and are posted in Canvas. Faculty submitter (or proxy) must present proposal to Curriculum Committee during the meeting.
- The LCTCS BoS meets on the 2<sup>nd</sup> Wednesday of the month (but does not meet every month); the [schedule of meetings for the current year](#) is published on the LCTCS website. Proposal deadline: 4<sup>th</sup> Monday prior to meeting date.
- Confer with the division supervisor to determine if the proposed action must be included in the multi-year plan prepared for the Board of Regents by the Provost/Vice Chancellor for Workforce and Student Development.


**Checklist for preparing required proposal documents**

- Read the section in this manual on [Deleting an Existing Program](#).
- Contact BRCC's SACSCOC Accreditation Liaison regarding required documentation to be sent to SACSCOC for approval of proposed action. Obtain assistance of program director/manager, department chair, and/or dean to complete the Teach Out document(s).
- Obtain forms from [BRCC web site](#):
  - Curriculum Form for Deletion of an Existing Program
  - Most recent program outline and program of study (pdf may be provided)
  - Acknowledgement Form
- Determine star rating for program [from the LCTCS Star Ratings and CIP code crosswalk](#). Submit (pdf, with program highlighted) with the curriculum form.
- Obtain evidence of support for proposed action from advisory board/committee and/or external accrediting agency as appropriate. Acknowledgement of and support for the proposed action from the advisory board/committee must be included among the proposal documents.
- Provide evidence of State mandate (from LCTCS and/or BoR) for the proposed action as needed.
- Provide evidence of support for proposed action from division and/or department faculty (meeting minutes and signed Acknowledgement Form).
- Provide any evidence in support for the proposed program deletion not mentioned above.
- If BRCC has one or more articulation agreements for this program, obtain evidence from dean of division or program administrator of communicating plan to terminate program to articulating institute.
- Contact Director of Financial Aid to discuss timeline for teach-out and when VA and DoE notification will be required. [Director's signature is required on the curriculum form.]
- Provide detailed plan of how students, faculty, and staff were notified of the proposed action and of the teach-out plan among proposal documents.
- Complete the Curriculum Form for Deleting an Existing Program.
- Complete the Acknowledgement Form, obtain signatures of faculty (and staff from other units, as appropriate) impacted by the proposed action.
- Complete and submit the [BoR Academic Affairs policy 2.08 Request to Terminate an Academic Degree Program](#) (select [attached form](#) in second paragraph of the policy text and download the form).
- Faculty submitter sends completed proposal (electronically) to department chair (or other appropriate direct supervisor, such as program administrator) for review and approval. Department chair/supervisor forwards documents, with approval indicated, to division dean (or appropriate

program administrator). Division dean (or program administrator) forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the division does not have a dean in place or reports directly to the Provost/VCWSD, submit proposals to the Provost/VCWSD (who submits the proposal documents to the Curriculum Committee Chair and DCA attached to an email in which the Provost/VCWSD's approval is stated).

A. Course Titles, Course Rubrics, CIP codes, Lecture/Lab/Credit Hours, Louisiana Common Course Number, and CIP code

Click here to enter a date.



**Baton Rouge Community College**  
*Academic Affairs Master Syllabus*

Date Approved: \_\_\_\_\_

Term and Year of Implementation: \_\_\_\_\_

Course Title: \_\_\_\_\_

BRCC Course Rubric: \_\_\_\_\_

Previous Course Rubric: \_\_\_\_\_

Lecture Hours per week-Lab Hours per week-Credit Hours: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Louisiana Common Course Number: \_\_\_\_\_

CIP Code: \_\_\_\_\_

1. Course titles should be descriptive, clear, and concise. Whenever possible, the title should consist of a maximum of 30 characters+spaces, which is the Banner limit. If the title exceeds the Banner limit, provide a suggestion for truncating the title to fit the Banner limit and include the suggestion in the curriculum form (Course Title).
2. BRCC Course rubric consists of a prefix and number.
  - a) The prefix should consist of four capital letters, align with the department’s discipline(s), and be appropriate to course content and title.
  - b) The number must have four digits. The master syllabi for courses that had a three-digit number (before 2016) must include the rubric with the four-digit number and the rubric with the three-digit number. New courses require an entry for only the proposed course number, the fourth digit of which must be equal to the credit hours earned for successful completion of the course.
  - c) Numbering of courses must be consistent with [LCTCS Academic Policy 1.007](#), “Course Classification”, and with [BRCC Academic Affairs Policy 1.4140](#), “Course

- Classification”: developmental courses begin with "0," first or freshman year with "1," and second or sophomore year with "2".
- d) Numbers for new courses should be proposed with consideration of appropriate prerequisites (see next section). The number for a course that serves as a pre-requisite for subsequent courses must be at a *lower* grade level than the courses for which it serves as a pre-requisite. For example, a 1000-level course may have another 1000-level course, but not a 2000-level course, as a prerequisite.
  - e) Course prefixes and numbers should be commensurate with those of equivalent courses at other state colleges and universities. If an equivalent course does not exist, the cognitive level (reflected in the Bloom’s verb that introduces each LO; see [Appendix Q](#)), difficulty, and expectations of the course must be considered in the numbering.
  - f) Courses in sequence may be numbered consecutively (*i.e.*, 1033/1043 or 2013/2023) or, if there is a significant increase in the difficulty of the courses, they may be numbered on both freshman and sophomore levels (*i.e.*, 1013/2013).
  - g) Course numbers of courses deleted from the *BRCC Catalog* cannot be re-used.
3. Lecture hours, Lab hours, and Credit hours must be consistent with Carnegie units practice<sup>41</sup> and comply with the following:
- [SACSCOC Credit Hour policy statement](#)
  - SACSCOC 2018 principle on policies for awarding credit (10.7, pages 105-107 in the [Resource Manual](#))
  - [Code of Federal Regulations, Title 34, Section 600.2, Definitions](#) (see pp. 67-69 for the 2020 revisions effective 1 July 2021).
  - BRCC AA policy 1.4270, Credit Hours for Courses and Programs ([Appendix M](#))

The credit hours and instructional contact hours must be consistent with the type of educational experience the course represents (lecture, laboratory, clinical or practicum, for example) and based on the reasonable expectation that an average student would be able to achieve the LOs using the proposed assessment measures in real time ([Appendix N](#)).

In the master syllabus, the Lecture Hours per week-Lab Hours per week-Credit Hours must be appropriate for the type of instruction required and consistent with the expected student experience in the course for achieving the learning outcomes. Lecture Hours per week indicate the contact hours per week for didactic instruction. Lab Hours per week indicate the number of hours per week required for active/experiential/hands-on learning on the part of the student occurring in a laboratory, art studio, workshop, clinical, or other/similar course component guided by the instructor or appropriate preceptor. Credit hours must be consistent with the instructional contact time and the credit hour policies referenced above. The total instructional contact hours for lecture, lab, and the course are estimated, and based on 15-week terms (and not including hours for final exams).

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<sup>41</sup> For additional assistance with determining credit hours, see [Appendix N](#).

Below are three examples of courses with different instructional experiences for students and how the instructional time is entered in the Master Syllabus.

Example 1: A lecture-only course that meets three times per week for 50 minutes per session, or twice a week for 75-minute sessions:  
Lecture Hours per week-Lab Hours per week-Credit Hours: 3-0-3  
Per Semester Lecture Hours-Lab Hours-Instructional Contact Hours: 45-0-45

Example 2: A course for which students spend most of the class time learning and practicing manual skills (art studio course, or course in which students begin to learn the use of trade-specific tools in courses for allied health or technical education programs); students spend 6 hours per week in the lab or studio, which over 15 weeks totals 90 hours of instructional time.  
Lecture Hours per week-Lab Hours per week-Credit Hours: 0-6-3  
Per Semester Lecture Hours-Lab Hours-Instructional Contact Hours: 0-90-90

Example 3: A course with both lecture (didactic instruction, theory) and lab (practice) components in which students learn to diagnose the underlying cause of malfunction in a living or non-living system, includes two semester credit hours of lecture (30 hours of instruction per semester) and 4 semester credit hours for the lab/shop/clinical component (180 hours per semester) for a total of 6 semester credit hours and 210 contact hours of instruction per semester.  
Lecture Hours per week-Lab Hours per week-Credit Hours: 2-12-6  
Per Semester Lecture Hours-Lab Hours-Instructional Contact Hours: 30-180-210

4. Louisiana Common Course Number (determined by the BoR; see [Appendix R](#)): When developing a new course, the faculty submitter should consult the BoR [Master Course Articulation Matrix and Statewide Common Course Catalog](#)<sup>42</sup>. Master syllabi for courses listed in the State Matrix include the Louisiana Common Course Number; in addition, course numbers for BRCC courses listed in the State Matrix are to be identical to the four-digit number in the Louisiana Common Course Number. If a course does not have an entry in the State Matrix, this section of the master syllabus must be left blank (i.e., do not enter “N/A”).
5. The Classification of Instructional Program (CIP) code must be included in the master syllabus for all courses. All curriculum forms for proposed course actions must include the CIP code. The Faculty submitter must [research the CIP code](#) and should consult the supervisor (department chair, program administrator) to ensure that the proper CIP code is provided on all documents.

## B. Course Description, Pre-requisites and Co-requisites, Suggested Enrollment Cap

6. Course descriptions provide a brief summary of the course content. The first sentence must begin with a verb. Subsequent descriptive information should be in complete

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<sup>42</sup> Note that the BoR must approve the entry of a course in the Matrix; thus when a new course is proposed that may be equivalent to an entry in the State Matrix, the entry of the State Common Course Rubric is considered temporary until the BoR approves entry of the new course in the Matrix.

sentences and include a subject that references the course (e.g., “This course...”).

Review descriptions of existing courses when preparing the description of a new course: the description for a new course should be similar in tone and form to those for courses within the same discipline and at the same course level.

Note that students must be informed if a fee is to be assessed for the course (lab, studio, exam, other). To that end, add the following final sentence to the Course Description for all courses for which students will be assessed a fee: “This course requires a (lab/studio/student) fee.” Do not include the amount of the fee in the Course Description.

7. All prerequisites and co-requisites must be clearly stated.
  - a) Prerequisites must be appropriate for the course level, consistent with the knowledge and skills students need to be successful in the course, and consistent with the LOs and assessment measures for the course. Co-requisites must be mutually dependent, appropriate for the course level, clearly supportive of student learning in each course, and consistent with the LOs and assessment measures of each course.
  - b) A rationale must be provided on the curriculum form for each prerequisite and co-requisite listed for a course. Courses should build on the knowledge and/or skills presented in the prerequisite.
  - c) If the course is to have a prerequisite, and if passing the prerequisite with a grade of “C” or better is required, include this requirement in the wording of the prerequisite.
  - d) Note that Banner accepts “or” in the prerequisite field, but does not accept “or” in the co-requisite field. If the logical co-requisite for a course requires use of “or”, the master syllabus may contain “or”, but before a course with “or” in the co-requisite field is presented to the Curriculum Committee for approval, the DCA will communicate the request to the Registrar to determine if the request will present coding challenges in Banner.
  
8. Suggested Enrollment Cap is to be consistent with the format of and safety considerations for the course as well as for the physical location in which the educational experience will take place (e.g., art studio, science lab, lecture). If the course will be offered online as well as in traditional face-to-face delivery modes, the suggested enrollment cap may be different and may be included in this field.

### C. Learning Outcomes (LOs)

9. LOs are composed by faculty and state the overall goals of the course. The LOs provide *broad guidelines* (as opposed to specific objectives or tasks) for the expectations of the students in terms of both the content areas and cognitive level (as opposed to lists of specific accomplishments – see [Appendix O](#)). LOs state the minimum competencies for successful completion of the course.
10. Each LO must be specific and measurable.
11. Each LO must begin with and contain one verb and complete the sentence that begins with “Upon successful completion of this course, the student will be able to...”. For



example, “Describe the purpose of the master syllabus” is acceptable but “Describe and locate the master syllabus for a course” is not acceptable, nor is “Describe the components of a master syllabus and locate each component on the document.”

12. The Bloom’s level for each LO is consistent with the course level, course description, prerequisites, and assessment measures ([Appendix Q](#)).
13. If the course is to be forwarded to the GenEd Committee for review and approved as a GenEd course, the master syllabus template with GELOs must be submitted, and the corresponding section of the curriculum form completed. The GenEd committee will decide if the course is appropriate for the category (Mathematics/Analytical Reasoning, Natural Science, Social/Behavioral Science, Humanities, Fine Arts) and if the outcome is appropriate for the course.

D. Assessment Measures

14. The assessment measures should be clear, provide flexibility for the instructor, and be consistent with the expectations set forth in the LOs and the prerequisite(s).
15. Faculty select the assessment measures for each outcome that most effectively evaluate student performance. Assessment measures may include, but are not limited to, essays, presentations, speeches, portfolios, performances, skills demonstrations, collaborative projects, in-class activities, lab reports, homework, quizzes, and exams. The assessment measures listed may be used for evaluating student performance (grading) and/or for course and program assessment. All faculty teaching a given course are to assess the LOs. In addition, Faculty are strongly encouraged to include the Assessment Measures/Activities employed for assessment of those outcomes that support program outcomes in the Program Outcomes Assessment Map because it will facilitate the preparation of documentation used as evidence in support of stating compliance with the SACSCOC standard on the assessment of student outcomes for educational programs (2018 standard 8.2.a).

E. Information to be included on the Instructor’s Course Syllabi:

<p>16. Details regarding course content and policies are to be included in the student or working syllabus prepared by each faculty member that is distributed to each student enrolled in the course. [This section of the master syllabus is protected from editing and is provided as an example of how the information may be presented in the student or working syllabus.]</p>	<p><b>Information to be included on the Instructor’s Course Syllabi:</b></p> <ul style="list-style-type: none"> <li>• <b>Disability Statement:</b> Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.</li> <li>• <b>Grading:</b> The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.</li> <li>• <b>Attendance Policy:</b> Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.</li> <li>• <b>General Policies:</b> Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.</li> <li>• <b>Cheating and Plagiarism:</b> This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.</li> <li>• <b>Safety Concerns:</b> In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.</li> <li>• <b>Library/Learning Resources:</b> Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.</li> </ul>
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17. In addition to the information to be provided as indicated in the Master Syllabus template, faculty should also include information on the following: Military Absence ([Academic Affairs Policy 1.4410](#) and associated procedure); Student Athlete Absence ([Academic Affairs Policy 1.4390](#)); and the process for resolving student grievances and complaints ([Student Affairs Policy 5.560](#) and any other department- or delivery specific procedures).

F. Expanded Course Outline

18. The Expanded Course Outline informs students, faculty, and administrators of the topics to be covered in a course and should be structured like a condensed table of contents. Learning Objectives are not part of the Expanded Course Outline. The Expanded Course Outline should not be specific to a particular textbook.

Timeline:

- Approval process may take six months or longer.<sup>43</sup>
- The Curriculum Committee meets the 1<sup>st</sup> Thursday of every month in Fall and Spring when classes are in session. Proposal deadlines are published at the end of the previous academic year, distributed via email, and published on the BRCC web site. Faculty submitter (or proxy) must present proposal to the Curriculum Committee during the meeting.
- The LCTCS BoS meets on the 2<sup>nd</sup> Wednesday of the month (but does not meet every month); the [schedule of meetings for the current year](#) is published on the LCTCS website. Proposal deadline: 4<sup>th</sup> Monday prior to meeting date. This applies to new courses that are required for a new program and/or courses that are to be considered for entry in the Master Course Articulation Matrix.

**Checklist for preparing the required proposal documents**

- Read the section in this manual on [Adding a New Course](#).
- [Obtain forms \(published on BRCC web site\)](#):
  - Curriculum Form for the Addition of a Course<sup>44</sup>
  - Proposed Master Syllabus, in the appropriate template<sup>45</sup>
  - Acknowledgement Form
- Gather documentation to support the course addition (e.g., advisory board/committee and or department meeting minutes; mandate from LCTCS; request from articulating institution; curriculum guidelines of accrediting body of program for which course is to be required).
- Contact the Director or Library Services to discuss library holdings and potential needs to support the course. Proposal documents must include evidence of notification and confirmation by the Director of provision of intent to offer course and subject matter. Note that obtaining this confirmation is the responsibility of the faculty submitter.
- If the new course will be required for completing an existing program of study, the proposal documents for the course must be accompanied by the appropriate proposal documents for the modification of the existing program (see [Modification of an Existing Program](#) and [Appendix I](#)).
- Program outcomes map(s).
  - If the course is to be required for a new program of study and one or more course learning outcomes will be linked to one or more program outcomes, the proposed program outcomes assessment map is required for the proposal for the new program.
  - If the course is to be required for an existing program of study and will impact the current program outcomes assessment map, the proposal for the new course must be accompanied by proposal documents to modify the existing program (see [Modification of an Existing Program](#) and [Appendix I](#)), including the current and proposed program outcomes assessment maps.
- If the course is to be sent to the General Education Committee for review and approval, communication with the chair of the General Education Committee must be included among the proposal documents.
- Provide evidence of communications with four year institution(s) regarding transferability of the course and/or evidence of equivalence (e.g., in the MCAM).
- If the new course will be required for completion of an existing program of study for which BRCC currently has one or more articulation agreements, the proposal documents must include communication with the dean of the division acknowledging the impact of the new course on the agreement(s) and the potential need for revision of the agreement(s).
- If the course is intended to be the only academic requirement for an IBC and/or a career and technical certificate (CTC), provide the name and requirements of the entity issuing the IBC along with evidence that LCTCS recognizes the IBC. Proposal documents must include the completed LCTCS New Program and Curriculum Modification form (go to <https://www.lctcs.edu/policies/> and select Form

<sup>43</sup> Depending on whether or not a student fee is requested, or if the course is to be reviewed by the GenEd Committee following approval by Courses and Curricula, and/or if the addition of the course impacts the assessment of an existing program.

<sup>44</sup> If proposed course is to be offered as a Special Topics course, contact the Curriculum Chair and DCA for forms and directions.

<sup>45</sup> Template is selected on the basis of plan to submit the proposed new course to the GenEd Committee.

- below Academic policy 1.024).
- Determine if a student fee will be required of each enrollee: lab fee for disposable items, studio fee for art supplies, exam fee for outcomes and competencies assessment, or other (for attendance, skills, assessment completion tracking, for example). Submit itemized list/quote with the curriculum form. If the student fee is associated with an Inclusive Access agreement, correspondence with the publisher AND with the BRCC Bookstore must be included among the proposal documents.
  - Complete the Curriculum Form for a New Course.
  - Complete the Acknowledgement Form and obtain signatures of faculty in the department and division impacted by the proposed action. Provide this form along with additional evidence of support for proposed action from division and/or department faculty (division and/or department meeting minutes).
  - Faculty submitter sends completed proposal (electronically) to department chair/program administrator for review and approval. Department chair/program administrator forwards documents, with approval indicated, to division dean. Division dean forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the program and supporting faculty and staff report directly to the Provost/VCWSD, the Provost/VCWSD submits the proposal documents to the Curriculum Committee Chair and DCA with approval stated.



[www.mybrcc.edu](http://www.mybrcc.edu)

<b>TITLE:</b> Credit Hours for Courses and Programs: Definitions and Guidelines
<b>EFFECTIVE DATE:</b> 10/22/14
<b>LAST REVISION:</b> 01/15/15
Policy No. 1.4270

### Policy Statement

The definition of a credit hour at Baton Rouge Community College is in agreement with that of the federal government as stated in 34 CFR §600.2, restated below:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item (1) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Definitions and examples:

**Lecture Credit hour:** 1 hour of class room instruction per week for the duration of the semester equivalent to 15 hours per semester

**Instructional hour:** A 50 minute class will be considered as 1 hour of instruction

- BRCC awards one (1) credit to students for demonstrating satisfactory completion of one (1) 50 minute session of classroom instruction, a minimum of three (3) hours of work per week, for a semester of not less than 15 weeks.
- A lecture course for which students earns three (3) credit hours includes a minimum of 45 student-instructor contact hours during the 15 week semester, and students are expected to spend a minimum of six (6) hours weekly, or a total of ninety (90) hours for the semester, on activities outside the classroom to achieve the stated Learning Outcomes for the course.

**Lab/Studio/Externship Credit hour:** A minimum of 2 hours of instruction per week not to exceed 3 hours per week for the duration of the semester equivalent to 30 hours but not exceeding 45 hours per semester

- BRCC awards one (1) credit to students for demonstrating satisfactory completion of one (1) laboratory session that meets for two (2) to three (3) hours of laboratory work

per week during a semester of not less than 15 weeks. For the former, the ratio of contact or clock hours to credit hours earned is defined as 30:1; for the latter, the ratio of contact or clock hours to credit hours is defined as 45:1.

- BRCC awards three (3) credits to students for demonstrating satisfactory completion of studio work for six (6) hours per week during a semester of not less than 15 weeks.

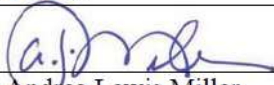
**Internship/clinic/practicum credit hour:** A minimum of 45 hours of on the job training that is recognized by the college as completing course competencies.

- BRCC awards a minimum of one (1) credit hour to students for demonstrating satisfactory completion of Learning Outcomes in a supervised setting for a minimum of 45 hours during a semester of not less than 15 weeks. The total number of hours is determined by the requirements set forth by each department and/or accrediting body.

### Awarding Credit Hours for Programs

BRCC awards credit hours for programs in accordance with the State Board of Regents (BoR) Academic Affairs Policy 2.15, Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates. Following are the definitions for programs offered at BRCC (BoR AA 2.15).

- **Technical Competency Area (T.C.A.):** an applied course or a series of courses (1-16 hours) that provides a student with a specific technical competency and serves as a curricular construct.
- **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.
- **Certificate of Technical Studies (C.T.S.):** an applied, technical program (usually 16-33 hours) that provides a student with a broad technical competency.
- **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).
- **Certificate of General Studies (C.G.S.):** an academically-oriented 30-hour curriculum consists of eight general education courses (24 hours) and two elective courses.
- **Associate Degrees:** 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.
  - **Associate of Applied Science (A.A.S.):** 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.
  - **Associate of Arts (A.A.):** designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements.
  - **Associate of Science (A.S.):** designed primarily to serve as preparatory education for transfer to a related baccalaureate program.

Source of Policy: AA  
Related Policy: LCTCS  
Approved by:   
Chancellor Andrea Lewis Miller

Responsible Administrator: VCAA  
LCTCS Policy Reference: None  
LCTCS Guideline Reference: \_\_\_\_\_  
Date: 01/15/15

From the [National Center for Education Statistics Publication 79409, Postsecondary Student Terminology](#):

*Award units: A measure of the amount of value (or credit) received by a student for the successful completion of one or more educational experiences, such as a course or other type of learning experience... The number of units to be awarded for the successful completion of a course is usually determined by a faculty committee (or equivalent body) upon consideration of factors such as difficulty of the course, the time expected of a student in contact with the faculty and otherwise (i.e., contact hours/clock hours and total hours; see below), and the type of educational experience (e.g., lecture, laboratory, independent study).*

*Total hours: the sum of contact hours/clock hours and outside hours (i.e., anticipated hours needed for outside study, as determined by the faculty) that the institution deems necessary for an average student to satisfactorily complete the requirements of a course.*

When assigning credit hours for a course, the assessment measures and assignments must be considered in addition to the contact time with the instructor. Consider the total hours that an average student (one who completes a course with a middle to lower percentage score that is awarded a letter grade of “C”) may need to achieve the stated LOs for the course using the assessment measures identified for determining student success. Consistent with the [definition of a credit hour](#), for successful completion of a course that consists of instructor-delivered content (lecture only) that meets once per week for a 50-60 minute period per week for 15 weeks, a student earns one (1) credit hour. An average student is expected to be able to demonstrate achievement of the LOs for the course by attending all lectures and spending a minimum of two (2) hours studying and completing assignments outside of the classroom for every hour of classroom instruction per week. The instructional time for the course is approximately 15 hours; the student is expected to commit to a total minimum of 45 hours to achieve the LOs.

For a course with “other academic activities as established by the institution” such as laboratory, art studio, clinical or practical sessions, a portion of the student learning – that associated with skills – takes place in the classroom where the student may receive feedback from the instructor upon performance of the skill. The [definition of a credit hour for this type of educational experience is as follows](#): “at least an equivalent amount of work as required for direct faculty instruction for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” This educational experience is appropriate for skills requiring equipment or supervision not available to the student at home or in a study area. Students are still expected to spend some time outside of the instructional environment preparing for class and studying for exams. Thus in a lab, studio, clinical, or practical educational experience, students spend longer periods of time with the instructor (or preceptor, as appropriate) than in a lecture environment, but are expected to spend approximately the same total hours for the same credit hours earned. For example, a student in a laboratory course that meets once per week, three hours per week for 15 weeks – a total of 45 instructional contact hours – earns one (1) credit hour. For the lab course, assuming that the course includes introductory instruction and discussion time, an average student is expected to spend approximately two hours per week outside of the learning environment preparing assignments and studying for exams for achieving the LOs.





## **APPENDIX O:** *Overview and Checklist, Modifying an Existing Course*

### Timeline:

- Approval process may take six months or longer.<sup>46</sup>
- The Curriculum Committee meets 1<sup>st</sup> Thursday of every month in Fall and Spring when classes are in session. Proposal deadlines are published at the end of the previous academic year and published on the BRCC web site. Faculty submitter (or proxy) must present proposal to the Curriculum Committee during the meeting.

### **Checklist for preparing the required documentation**

- Read the section in this manual on [Modifying an Existing Course](#).
- Obtain forms from [BRCC web site](#).
  - Curriculum Form for the Modification of a Course<sup>47</sup>
  - [Current Master Syllabus](#)
  - Proposed, revised Master Syllabus in the appropriate template<sup>48</sup>
  - Acknowledgement Form
- If the course is required for completion of an IBC / CTC, provide evidence that the proposed action(s) will not negatively impact the opportunity for students to earn the credential.
- Gather documentation to support the proposed action(s) (e.g., advisory board/committee and or department meeting minutes; request from articulating institution; curriculum guidelines of accrediting body of program for which course is required or has already been approved).
- If course transfers and/or is in the MCAM, provide evidence that the transfer and entry in the MCAM will not be compromised by the proposed action(s).
- If the course is required for completion of a program of study for which BRCC has one or more articulation agreements, research the potential impact of course modification on the agreements. Provide evidence of communication with dean of the division regarding potential need to update agreements.
- If the proposed modifications will impact the assessment of one or more programs, the proposal documents for the modification of the course must be accompanied by current and proposed, modified program outcomes assessment maps for the program(s) impacted.
- If the course has been approved by the GenEd committee, provide evidence that the proposed action will not alter the continued designation of the course as GenEd. Alternatively, if the proposed action involves the GELOs, provide evidence of communication of the proposed action and pre-approval as appropriate, from the chair of the GenEd Committee.
- If the proposed action is the addition of a new fee or modification of an existing student fee, provide an itemized list of the materials to be purchased or an estimate of the cost of the exam or access granted as a result of the fee assessment. The itemized list and estimate must be submitted with the curriculum form. If the proposed actions include the addition or modification of an existing fee associated with an Inclusive Access agreement, correspondence with the publisher AND with the BRCC Bookstore must be included among the proposal documents.
- Note that changing a course number may not be submitted as a course modification. To change a course number, the existing course must be deleted, and a new course with the new number must be submitted as well. Contact the DCA or Curriculum Committee chair for details.
- Complete the Curriculum Form for Modifying an Existing Course.
- Complete the Acknowledgement Form and obtain signatures of faculty in the department and division impacted by the proposed action. Provide this form along with additional evidence of support for proposed action from division and/or department faculty (division and/or department meeting minutes).
- Faculty submitter sends completed proposal (electronically) to department chair/program administrator for review and approval. Department chair/program administrator forwards documents, with approval indicated, to division dean. Division dean forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the program and supporting faculty and staff report directly to the Provost/VCWSD, the Provost/VCWSD submits the proposal to the Curriculum Committee chair, with approval stated.

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<sup>46</sup> Depending on whether or not the proposed actions include addition of a student fee.

<sup>47</sup> If proposed course is to be offered as a Special Topics course, contact the DCA for forms and directions.

<sup>48</sup> Note that all modifications to the course apply to all delivery modes of the course – face-to-face instruction, hybrid, and fully online delivery.



## **APPENDIX P:** Overview and Checklist, Deleting an Existing Course

### Timeline

The timeline for submitting proposals for deleting an existing course depends on whether the course is an elective or required for an active program, a dormant program, a program that is in Teach Out, or not required (or an elective) for any BRCC program.

- If the course to be deleted is neither required nor an elective for completion of any BRCC program, the proposal documents may be submitted at any time and the implementation will be rapid.
- If the course is required for completion of an active program of study, the proposal for the deletion of the course must be accompanied by a proposal to modify the program. Implementation of the course deletion is rapid; implementation of the program modification typically is not.
- If the course to be deleted is required for completion of a program that is to be deleted, the proposal to delete the course may be submitted after the proposal to delete the program (e.g., at the end of the final semester during which the course is offered).

### **Checklist for preparing the required proposal documents**

- Read the section in this manual on [Deleting a Course](#).
- Obtain forms from the [BRCC web site](#).
  - Curriculum Form for Deletion of an Existing Course
  - [Current Master Syllabus](#). Note that if the course has been dormant and the master syllabus is not published on the BRCC web site, contact the DCA to obtain the last version published.
  - Acknowledgement Form
- Obtain evidence of support for proposed action from advisory board/committee and/or external accrediting agency as appropriate.
- If the course is required or an elective for completing one or more programs, the proposal to delete the course must be accompanied by proposals to modify the existing program(s) (see [Modifying an Existing Program](#) and [Appendix I](#)).
- If one or more articulation agreements include the course in the program course alignment section, obtain evidence of communicating plan to terminate course with the articulating institution and identify course substitution.
- If the course is required for completion of an IBC / CTC, proposal to delete the course must be accompanied by a proposal to modify or terminate the IBC / CTC.
- If course transfers and/or is in the MCAM, provide communication of plan to delete course with the transfer institution; ensure that the BRCC Chief Articulation Officer is informed of the deletion of a course in the MCAM so that the deletion of the course may be communicated to the BoR.
- If the proposed modifications will impact the assessment of one or more programs, the proposal documents for the deletion of the course must be accompanied by current and proposed, modified program outcomes assessment maps for the program(s) impacted.
- If the course to be deleted has been approved as a GenEd course, the plan to delete the course must be approved by the GenEd Committee prior to submission of the proposal to delete the course to the Curriculum Committee chair and DCA. Contact the GenEd Committee chair to inquire about the procedure for informing the GenEd Committee of the intent to delete the course.
- Provide any evidence in support for the proposed course deletion not mentioned above.
- Note that if the course is being deleted so that the course number may be changed, the proposal to delete the course must be accompanied by a proposal to add the course with the new number.
- Complete the Curriculum Form for Deleting an Existing Course.
- Complete the Acknowledgement Form and obtain signatures of faculty in the department and division impacted by the proposed action. Provide additional evidence of support for proposed action from division and/or department faculty (division and/or department meeting minutes).
- Faculty submitter sends completed proposal (electronically) to department chair/program administrator for review and approval. Department chair/program administrator forwards documents, with approval

indicated, to division dean. Division dean forwards proposal to Curriculum Committee Chair and the DCA, with approval indicated. If the program and supporting faculty and staff report directly to the Provost/VCWSD, the Provost/VCWSD submits the proposal to the Curriculum Committee chair and DCA, with approval stated.

**A Compilation of Verbs Appropriate for Each Level of the Cognitive Domain<sup>49</sup>**

<p><b>Remember</b> previously learned information: retrieve relevant knowledge from long-term memory verbatim memorization</p> <p>Example: Define the 6 levels of Bloom's taxonomy of the cognitive domain.</p>	<p><b>Understand</b> Restating in your own words; Demonstrate an understanding of the facts; Construct meaning from instructional messages, including oral, written, and graphic communications</p> <p>Example: Explain the purpose of Bloom's taxonomy of the cognitive domain.</p>	<p><b>Apply</b> Carry out or use a procedure in a given situation; Using information to solve problems; Transferring abstract or theoretical ideas to practical situations; Identifying connections and relationships and how they apply</p> <p>Example: Write an instructional objective for each level of Bloom's taxonomy.</p>
<p>Arrange      Outline Choose      Quote Copy        Read Define      Recall Describe    Recite Discover    Recognize Duplicate   Record Enumerate   Recount Examine    Relate Find        Repeat Identify    Reproduce Label       Retell List        Retrieve Locate     Select Match      State Memorize   Tabulate Name        Tell Observe    View Omit        Visualize Order</p>	<p>Abstract      Illustrate Articulate    Indicate Ask            Infer Associate     Instantiate Categorize    Interpolate Characterize   Interpret Cite           Judge Clarify        Locate Classify       Map Compare       Match Conclude      Model Construct     Observe                   models      Order Contrast      Organize Convert       Paraphrase Defend        Predict Demonstrate   Recognize Describe      Relate Determine    Report Differentiate   Represent Discover      Research Discuss       Restate Distinguish   Retell Estimate      Review Exemplify    Rewrite Explain       Select Explain how   Show Express       Sort Extend        Subsume Extrapolate   Summarize Generalize    Tell Give example(s) Trace Group         Transform Identify       Translate</p>	<p>Act            Inform Administer    Instruct Apply        Interpret Articulate    Interview Assess        Judge Calculate      List Carry out     Manipulate Change        Modify Chart          Operate Choose        Operationalize Collect        Participate Complete      Practice Compute       Predict Construct      Prepare Contribute    Preserve Control        Produce Demonstrate   Project Determine    Provide Develop       Record Discover      Relate Dramatize    Report Employ        Schedule Establish      Show Examine       Simulate Execute       Sketch Experiment    Solve Explain        Teach Extend        Transfer Illustrate      Use Implement     Utilize Include        Write</p>

<sup>49</sup> Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

<p><b>Analysis</b> Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p> <p>Example: Compare and contrast the cognitive and affective domains.</p>	<p><b>Evaluate</b> Make judgments based on criteria and standards; Make and defend judgments based on internal evidence or external criteria; Resolve controversies or differences of opinion; Develop opinions, judgments or decisions; Justify a stand or decision</p> <p>Example: Judge the effectiveness of writing objectives using Bloom's taxonomy.</p>	<p><b>Synthesis</b> Rearranging component ideas into a new whole Put elements together to form a coherent or functional whole; reorganize elements into a new pattern; compile component ideas into a new whole or propose alternative solutions; combining information to form a unique product</p> <p>Example: Design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.</p>
<p>Analyze            Manipulate Appraise        Model Attribute        Modify Break down      Operate Calculate        Organize Categorize      Outline Classify         Parse Compare         Point out Contrast         Practice Correlate        Predict Criticize         Prepare Deconstruct     Prioritize Derive           Produce Diagram          Question Differentiate    Recognize Discriminate    Relate Distinguish     Schedule Examine         Select Experiment      Separate Find coherence  Sketch Focus            Solve Identify         Structure Illustrate        Subdivide Infer            Test Integrate        Use Interpret        Write Limit</p>	<p>Appraise        Explain Argue            Find errors Assess           Grade Attach           Interpret Check            Judge Choose           Justify Compare         Measure Conclude        Monitor Consider         Order Contrast         Persuade Convince        Predict Coordinate      Rank Criticize        Rate Critique         Recommend Debate          Reframe Decide           Relate Defend           Score Describe         Select Detect            Summarize Discriminate    Support Distinguish     Test Editorialize    Value Estimate        Weigh Evaluate</p>	<p>Adapt            Make Anticipate      Manage Arrange         Model Assemble        Modify Categorize      Negotiate Choose           Negotiate Collaborate    Organize Collect          Plan Combine         Predict Communicate    Prepare Compare         Produce Compile         Progress Comply          Propose Compose         Rearrange Construct        Reconstruct Contrast         Reinforce Create           Relate Design           Reorganize Develop         Report Devise           Revise Explain          Rewrite Express          Role-play Facilitate       Schematize Formulate       Set up Generalize      Simulate Generate        Solve Hypothesize    Speculate Imagine          Structure Incorporate    Substitute Individualize   Summarize Infer            Support Initiate         Synthesize Integrate        Tell Intervene       Test Invent           Validate Justify          Write</p>

**A Compilation of Verbs Appropriate for Each Level of the Psychomotor Domain**

Simpson (1972)<sup>50</sup>

<p>The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Thus, psychomotor skills range from manual to more complex tasks. The seven major categories are listed from the simplest behavior to the most complex:</p>		
Category	Examples	Verbs
<p><b>Perception (awareness):</b> The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<ul style="list-style-type: none"> <li>• Detect non-verbal communication cues.</li> <li>• Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.</li> <li>• Adjust heat of stove to correct temperature by smell and taste of food.</li> <li>• Adjust the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</li> </ul>	<p>Choose Describe Detect Differentiate Distinguish Identify Isolate Relate Select</p>
<p><b>Set:</b> Readiness to act. Includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<ul style="list-style-type: none"> <li>• Proceed through the sequence of steps in a manufacturing process.</li> <li>• Recognize one's abilities and limitations.</li> <li>• Show desire to learn a new process (motivation).</li> </ul>	<p>Begin Display Explain Move Proceed React Show State Volunteer</p>
<p><b>Guided Response:</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<ul style="list-style-type: none"> <li>• Perform a mathematical equation as demonstrated.</li> <li>• Follow instructions to build a model.</li> <li>• Respond to hand-signals of instructor while learning to operate a forklift.</li> </ul>	<p>Copies Traces Follows React Reproduce Respond</p>
<p><b>Mechanism (basic proficiency):</b> This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<ul style="list-style-type: none"> <li>• Use a personal computer.</li> <li>• Repair a leaking faucet.</li> <li>• Drive a car.</li> </ul>	<p>Assemble Calibrate Construct Dismantle Display Fasten Fix Grind Heat Manipulate Measure Mend Mix Organize Sketch</p>

<sup>50</sup> Simpson E.J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.

Category	Examples	Verbs
<p><b>Complex Overt Response (Expert):</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<ul style="list-style-type: none"> <li>• Maneuver a car into a tight parallel parking spot.</li> <li>• Operate a computer quickly and accurately.</li> <li>• Display competence while playing the piano.</li> </ul>	<p>Assemble Build Calibrate Construct Dismantle Display Fasten Fix Grind Heat Manipulate Measure Mend Mix Organize Sketch</p> <p>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p><b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<ul style="list-style-type: none"> <li>• Respond effectively to unexpected experiences.</li> <li>• Modify instruction to meet the needs of the learners.</li> <li>• Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</li> </ul>	<p>Adapt Alter Change Rearrange Reorganize Revise Vary</p>
<p><b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<ul style="list-style-type: none"> <li>• Construct a new theory.</li> <li>• Develop a new and comprehensive training programming.</li> <li>• Create a new gymnastic routine.</li> </ul>	<p>Arrange Build Combine Compose Construct Create Design Initiate Make Originate</p>



**A Compilation of Verbs Appropriate for Each Level of the Psychomotor Domain**

Dave (1975)<sup>51</sup>, from simplest to most complex:

Category	Examples	Verbs
<b>Imitation</b> — Observing and patterning behavior after someone else. Performance may be of low quality.	<ul style="list-style-type: none"> <li>• Copy a work of art.</li> <li>• Perform a skill while observing a demonstrator.</li> </ul>	Copy Follow Mimic Repeat Replicate Reproduce Trace
<b>Manipulation</b> — Being able to perform certain actions by memory or following instructions.	<ul style="list-style-type: none"> <li>• Perform a skill on one's own after taking lessons or reading about it.</li> <li>• Build a model following the instructions.</li> </ul>	Act Build Execute Perform
<b>Precision</b> — Refining, becoming more exact. Performing a skill within a high degree of precision.	<ul style="list-style-type: none"> <li>• Calibrate a pipette.</li> <li>• Perform a skill or task without assistance.</li> <li>• Demonstrate a task to a beginner.</li> </ul>	Calibrate Demonstrate Master Perfect
<b>Articulation</b> — Coordinating and adapting a series of actions to achieve harmony and internal consistency.	<ul style="list-style-type: none"> <li>• Combine a series of skills to produce a video that involves music, drama, color, sound, etc.</li> <li>• Combining a series of skills or activities to meet a novel requirement.</li> </ul>	Adapt Construct Combine Create Customize Modify Formulate
<b>Naturalization</b> — Mastering a high level performance until it become second-nature or natural, without needing to think much about it.	<ul style="list-style-type: none"> <li>• Dance like Wendy Whelan.</li> <li>• Parallel park without hesitation.</li> <li>• Display competence while playing the piano.</li> <li>• Perform on the basketball court like Kareem Abdul Jabar.</li> <li>• Hit a tennis ball like Raphel Nadal.</li> </ul>	Create Design Develop Invent Manage Operate

<sup>51</sup> Dave, R.H. (1970). Psychomotor levels in *Developing and Writing Behavioral Objectives*, pp.20-21. R.J. Armstrong, ed. Tucson, Arizona: Educational Innovators Press.



**STATEWIDE COMMON COURSE CATALOG**  
As of September 2021

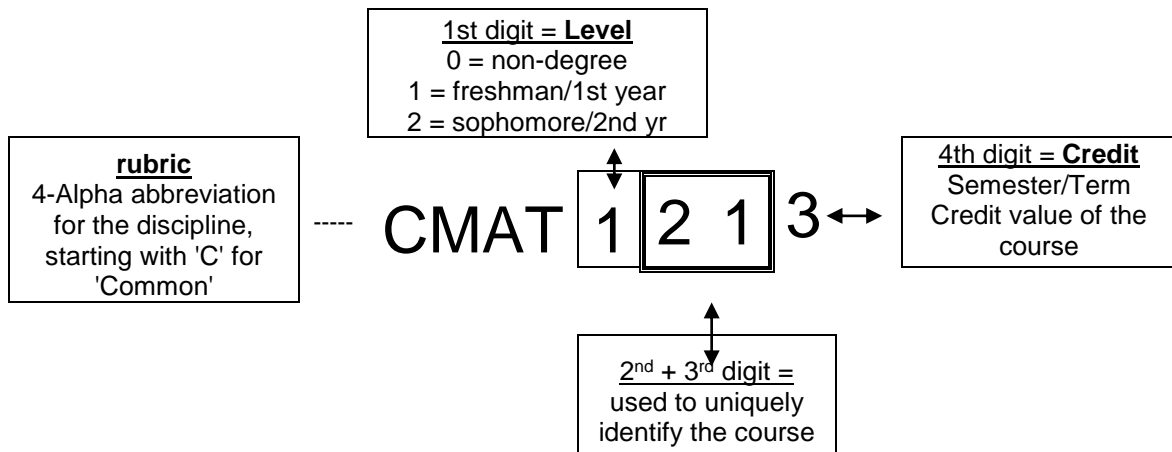
**HISTORY**

Since 2003, the Board of Regents has made available to the public via its website the Master Course Articulation Matrix that reflects course equivalencies among public postsecondary institutions. Courses on the Matrix have typically been in the General Education core subject areas, with additional listings in natural sciences and business. In 2009, Act 356 required implementation of a statewide common course numbering system “to facilitate program planning and the transfer of students and course credits between and among institutions.” Understanding the significance of determining course content equivalences as critical to developing and maintaining a statewide common course numbering system, the Board of Regents brought together faculty representatives from all of the public colleges and universities starting in the fall of 2011 to discuss this initiative. The Faculty worked to establish common course content to be covered for each course included on the Matrix. The common descriptors, along with statewide course rubrics and titles, are reflected in the *Louisiana Statewide Common Course Catalog*. This initiative will continue with an eye toward expansion and refinement of the Matrix

**LOUISIANA CCN NAMING RUBRIC**

Each course is identified by a four-character “rubric” (i.e prefix or department abbreviation) and a four-digit number. Each rubric begins with “C” to signify that it is a state “Common” number. The CCN should be included with the course description in each campus’ catalog and web site, to tie back to the Matrix.

The first digit of the course number denotes the academic level of the course; the second and third digits establish course sequencing and/or distinguish the course from others of the same level, credit value, and rubric; and fourth digits denotes the credit value of the course in semester hours.



All rubric/number course identifiers correspond to course descriptors listed in the Catalog, published by the Louisiana Board of Regents with direct Faculty input and review. The Catalog includes the academic courses for which there is statewide agreement among discipline faculty representatives as to the minimum course content to be covered so that a student completing the course will be ready for the next course for which it is a prerequisite in a sequence or curriculum.

Common Course designations will all begin with “C”. Within each level and credit value, there is room for 99 courses. Lecture and corresponding Labs will be in the same number group, differentiated by credit value.

