

Information Provided by the Office of Institutional Effectiveness and Accreditation

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Louisiana State University at Eunice Policy

According to the LSU Board of Supervisors Regulations Article 1, Section 2.D.2 (see page 3 at <https://www.lsu.edu/bos/docs/regulations-changes-for-2018.pdf>); LSU Eunice 2018 Employee Handbook (see The Departmental Faculty – Duties on page 50 at <https://www.lsue.edu/faculty-staff/documents/7-13-19EmployeeHandbook.pdf>); LSU Eunice PS 3: Responsibilities and Concerns of University Personnel (see lines 7-26 at <https://www.lsue.edu/policy-statements/documents/NO03.pdf>), faculty have jurisdiction over matters concerning educational policies insofar as the policies do not conflict with other departments. Faculty also "determines [the] educational policy of the University" (subject to the authority of the Board of Supervisors).

From the Curriculum Development Manual (CDM) available on the Faculty Staff Website or directly at <http://web.lsue.edu/docs/AcademicAffairs/CurriculumDevManual.pdf> (see page 24)

Curriculum Development Manual

Important: There is one syllabus per course.

Section VII Item B. Syllabus Format: The LSU Eunice Course Syllabi will contain the following elements.

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

II. Course description (from the current LSU Eunice Catalog, including a listing of prerequisites. (all sections of the course must match...cannot be changed without using the process in the CDM))

III. Textbook(s) and other required materials. (Typically, all sections match, dependent on division)

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

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

VI. General Education Learning Objectives if a general education course (see General Education section of the online Catalog available at catalog.lsue.edu).

General education objectives: An LSU Eunice graduate will

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

Please note that these numbers may not change so if one refers to just number three, please refer to it as number three and not as number one.

If the course is not a general education course, then this section should be titled **Course Objectives**. (all sections must match...changes only occur at the beginning of the academic year with approval of dean and director of institutional effectiveness)

VII. Major Learning Outcomes or Student Learning Outcomes

- (all sections must match...changes only occur at the beginning of the academic year with approval of dean and director of institutional effectiveness)
- Upon the conclusion of this course, students will solve equations and inequalities both graphically and algebraically.
- Must be measurable!
- Most courses have two to four student learning outcomes.
- Please do not place the expected level of achievement in the syllabus (i.e. 70% of the students will...)
- Please do not use should be able to or will be able to.
- Data is reported each semester. Sample report template is attached, but different divisions handle reporting of SLOs in different ways.
- Each semester, student learning outcome (SLOs) data should be sent to your Dean or designee within two weeks of the completion of the semester.

VIII. Assessment Tools.

- Are you using the final exam, quizzes, or papers to evaluate the SLOs?
- Many faculty use final exams.
- Per SACSCOC guidelines, you may not use course grades.

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

X. Methods of instruction.

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

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

Americans with Disabilities Act Statement. Use language provided by division

Code of Student Conduct. Use language provided by division.