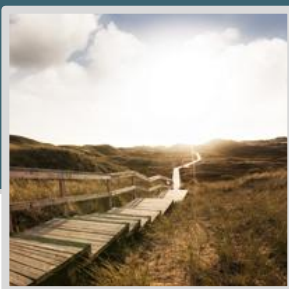


Practices in Electronic Catalog and Curriculum Management

Prepared for the University of Alaska Anchorage

August 2013



In the following report, Hanover Research outlines effective practices in electronic catalog and curriculum management at four institutions. This is to aid the University of Alaska Anchorage as it implements catalog and curriculum management tools designed by Courseleaf. Institutional profiles provide a range of information on the curriculum approval process, from what documents are typically required in approving a curriculum to how the overall process is structured.

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EXECUTIVE SUMMARY

In this report, Hanover Research (Hanover) outlines best practices in electronic catalog and curriculum management. This is to aid the University of Alaska Anchorage – which has recently purchased catalog and curriculum management tools through Courseleaf – in determining effective approaches and practices in using the software. Hanover provides profiles of electronic catalog and curriculum management at four institutions currently employing Courseleaf-designed management systems.

Each profile provides, as available, details on what information and documents are required for the curriculum approval process, what governing bodies play a role in the approval process, and what the overall process looks like. Hanover profiles catalog and curriculum management processes at the following institutions:

- **The University of Alabama**
- **Brown University**
- **The University of Oregon**
- **Tarleton State University**

The profiled institutions were selected based on the amount of information available on their catalog and curriculum management, via their websites as well as through direct correspondence and interviews. While only two institutions suggested by the University of Alaska Anchorage are presented, these provide detailed information on catalog and curriculum management workflow processes. They are presented alongside two other institutions using CourseLeaf, and the four profiles allow for a strong overview of many of the issues of interest to the University of Alaska Anchorage.

KEY FINDINGS

- **The institutions profiled in this report – particularly those that have fully implemented CourseLeaf software – appear to have similar catalog and curriculum management organizational approaches.** Some, such as the University of Oregon, are still in the process of determining their specific organizational approaches. However, institutions such as the University of Alabama have created and implemented effective workflow processes that rely on CourseLeaf's unique capabilities.
- **These workflow-oriented approaches are especially clear in institutional curriculum approval processes.** The University of Alabama and Tarleton State University both provide excellent examples of clear approval workflows that consistently follow well-defined steps. The University of Oregon, which is still in the process of implementing CourseLeaf, has far more ill-defined processes – highlighting the potential benefits of a product like CourseLeaf.

- **For new course and program proposals, institutions typically require a range of in-depth information on course or program focus, need, and structure.** Those institutions that have fully implemented CourseLeaf typically are able to organize proposal information within a single online submission document, though submissions may also require supporting documents such as syllabi.
- **As noted, institutions with CourseLeaf curriculum management tools typically have well-developed workflow processes for course and program approval.** Through working with CourseLeaf, the University of Alabama has implemented a clear structure for proposal and approval. Submissions can quickly move through the process via automated notification and messaging to the relevant approval bodies, which is a much more efficient system than previously in place at the institution.
- **Institutions without CourseLeaf, or that are in the process of implementing the software, typically have more complex approval processes.** For example, the University of Oregon has a variety of structures and informal processes for course/program approval that can lead to confusion as to how a submission should travel through the institution's approval bodies. Furthermore, the institution's course and degree program proposal systems are currently distinct and do not overlap, highlighting another system inefficiency.
- **All institutions with CourseLeaf have received significant user support from Leepfrog and have also developed internal training capacities and guidelines to ensure that the software continues to be effective.** Leepfrog appears to provide a high-level of support to customers. Institutions such as the University of Alabama and Tarleton State University have also developed internal training and support for the software.
- **The implementation of CourseLeaf software and electronic workflow processes appear to have relatively few policy implications.** The major implication noted by institutions typically is the establishment of more codified, formulaic approaches to catalog organization and management. For example, implementation of the software forced the University of Alabama to comb through catalog offerings and remove those that were no longer taught. It also has lead institutions to publishing a catalog once a year and establishing clearly defined deadlines for changes to the course catalog.

UNIVERSITY OF ALABAMA AT TUSCALOOSA

In this section, Hanover Research provides an overview of the electronic curriculum and catalog process at the University of Alabama. The university was one of the earliest adopters of CourseLeaf for catalog and curriculum management, serving as a development partner with Leepfrog. While its website provides almost no information on this relationship (aside from the fact that its catalog hyperlink includes the word “courseleaf,” <http://courseleaf.ua.edu/>), Hanover conducted an interview with Louis Jimenez, Senior Associate University Registrar at the institution, who provided a range of information on CourseLeaf’s role at the University of Alabama.¹ Hanover’s research further draws on a presentation by Jimenez and a colleague at the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) 2013 meeting,² which also highlights the role of CourseLeaf in helping the University of Alabama create an efficient curriculum approval process and rationalize its catalog management.³

COURSE/CURRICULUM APPROVAL PROCESS

Since early 2011, CourseLeaf’s curriculum management tools have helped the University of Alabama transition into a paperless approval process that is fully online and workflow-based.⁴ It has allowed the university to move away from a complex, paper-based approval and submission process to one that is streamlined and intuitive, notifying the necessary reviewers and approvers through an automated email system.⁵

This course approval process is initiated for:⁶

- Editing, updating, or requesting a new course, and
- Editing, updating, or requesting a new degree.

There are two workflow protocol processes that are followed; one for the undergraduate level, another for the graduate level.⁷ While these are relatively similar, there are slightly different steps required for each.⁸

¹ Jimenez, Louis. Senior Associate University Registrar, University of Alabama. Phone Interview. August 2, 2013.

² “Southern Association of Collegiate Registrars and Admissions Officers, 66th Annual Meeting.” Southern Association of Collegiate Registrars and Admissions Officers, 2013.
<http://www.sacrao.org/2013conference/2013Conference.asp>

³ Jimenez, L. and Jones, J. “Two Birds with One Stone: Fixing Course Inventory and Catalog Management with One Solution.” PowerPoint Presentation. SACRAO 2013 Conference, February 5, 2013, pp. 1-35.
<http://www.sacrao.org/events/presentations2013.html>

⁴ Ibid., p. 17.

⁵ Jimenez, Op. cit.

⁶ Ibid.

⁷ Ibid.

⁸ Jimenez and Jones, Op. cit., pp. 5-6.

REQUIRED INFORMATION AND DOCUMENTS

This process begins with the submission of a course change proposal or new course proposal through a custom-designed CourseLeaf inventory management website. This is easily accessible through the University of Alabama's online Banner educational administration system, myBama. Before implementation of CourseLeaf, the approval process required submission of a paper course inventory document to the relevant approval bodies similar to that presented in Figure 1.1:

Figure 1.1: Example of Paper Course Proposal Document, University of Alabama

THE UNIVERSITY OF ALABAMA
Course Inventory

Date: 12/14/10 Department: Biological Sciences College: A+S

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE, OR DELETE AN EXISTING COURSE.
(If proposing a new course please attach a copy of course syllabus for Office of Academic Affairs)

Course No.: BSC 414/514

Add: Change Inactivate: Reactivate ☒ X

Type of modification:
Title: Dendrology Description: Dendrology Credit hours: 3
Prerequisites: BSC 114/115 or BSC 116/117 or 120 Grade Type: MA
Numbers: Old New

Classification of Instructional Programs (CIP): 26.0301 (MA)

Short Title (30 characters or less): Dendrology

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

1. Credit Hours: 3

2. Prerequisites: BSC 114/115 or BSC 116/117 or 120

3. Corequisites:

4. Cross Listed (Equivalent Courses):
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

*5. Slash Listed (Equivalent Courses):
Slash listed courses refer to the courses offered by the same department at different levels.

* Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:
(a) Letter grade: ☒ X
(b) Pass/fail: ☐

7. Indicate one of the following types of instruction:
(a) Seminar: ☐ (b) Lecture: ☐
(c) Independent Study: ☐ (d) Laboratory: ☐
(e) Thesis/Dissertation: ☐ (f) Field Experience: ☐
(g) Recitation/Discussion/Quiz: ☒ X
(h) Active/Performance/Studio: ☐ (i) Clinic: ☐
(j) Research: ☐ (k) Online: ☐
(m) Blended: ☐ (n) Lec w/Recitation/Discussion/Quiz: ☐

8. Attributes:
(a) Service Learning: ☐
(b) Honors: ☐

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: _____ (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: [Signature] Date: 12-14-10
Dean: [Signature] Date: 11/21/11
Academic Affairs: [Signature] Date: 2/1/11
Graduate School: [Signature] Date: 2/1/11
Institutional Review: [Signature] Date: 2/1/11
University Registrar: [Signature] Date: 2/1/11

(Completion of this form does not fulfill needs of revisions of undergraduate or graduate catalogs.)
Revised 10/08

Source: Jimenez & Jones⁹

Now, the approval process requires the completion of a proposal form through Courseleaf that is then submitted to the relevant approval bodies automatically. This online proposal form requires a broad range of information about a proposed course or program, including:¹⁰

- The academic level of the course or program,
- The college, department, and, if relevant, course number,
- The program/course title, description, and credit hours, and
- The prerequisite requirements and restrictions for entry to program/course.

⁹ Jimenez and Jones, Op. cit., p. 3.

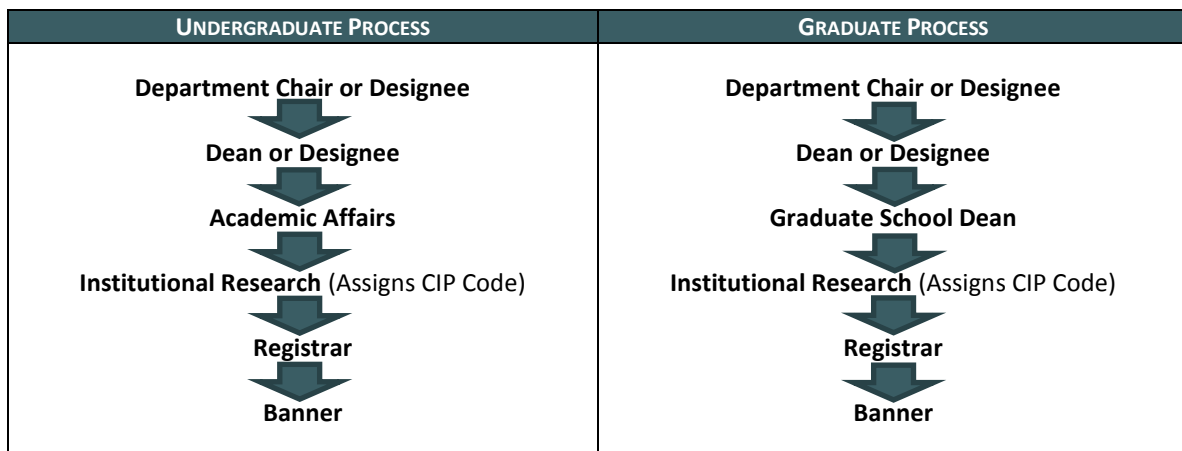
¹⁰ Ibid., pp. 10-11.

APPROVAL PROCESS WORKFLOW

As noted above, there are two paths for the approval process – **undergraduate** and **graduate**. CourseLeaf’s program and course proposal forms allow this process to start immediately following the creation of a proposal. The proposal is sent via email or is available online to the appropriate review bodies and personnel, and proceeds in this fashion as it moves through the university’s approval process workflow.¹¹

For the approval of new courses, **undergraduate** and **graduate** workflows follow relatively similar paths through institutional bureaucracy:

Figure 1.2: University of Alabama Approval Process Workflow



Source: Jimenez & Jones¹²

For the approval of new major degree programs, a proposal also has to be approved by the university provost and further the state of Alabama’s department of education. The development of new minor programs has to follow this more complicated process as well.¹³

The CourseLeaf curriculum management system has greatly improved the efficiency of this process. It has forced the institution to more fully outline and rationalize the approval process as detailed above across university departments, and made it easier to load information into its Banner administrative system, through a “Banner Bridge.” Furthermore, course inventory data is “sent to vendor on a nightly basis,” helping to catch discrepancies and ensure that “courses have not already been changed.”¹⁴

INTEGRATION WITH COURSE CATALOG

Through a “Banner Bridge” and the increased accountability measures afforded through Alabama’s CourseLeaf curriculum management system, the institution has been able to

¹¹ Jimenez, Op. cit.

¹² Jimenez and Jones, Op. cit., pp. 5-6.

¹³ Jimenez, Op. cit.

¹⁴ Jimenez and Jones, Op. cit., p. 14.

closely align this process with the creation of its course catalog. When the institution first implemented CourseLeaf for catalog and curriculum management, the university was able to “go through and review all the course offerings [available] over the past 10 years, and eliminate those that [had] not been taught over the past five years.” This “really cleaned up” the catalog, making it “a lot more accurate.”¹⁵

Furthermore, CourseLeaf systems have helped Alabama make the course catalog a more rational and useful tool. Where before, the catalog was updated bi-annually; CourseLeaf software has now made it possible for the university to efficiently update it each year. It has also helped ensure more stability and consistency to the catalog content. Previously, departments made changes to courses throughout a year and the catalog was never consistent, but now updates can only be made once a year. This has helped students navigate the academic bureaucracy and make sure that everyone has the same information on course and graduation requirements.¹⁶

As noted, CourseLeaf systems have especially helped rationalize the process of editing and modifying the course catalog. Before implementation:¹⁷

- Edits were done via email and intra-campus mail to University Relations,
- Deadlines were almost impossible to enforce, and
- Policy and curriculum information could be placed in the catalog that did not match with the academic advising tool, DegreeWorks, or catalog information in the institutions’ Banner administrative system.

Implementation of CourseLeaf allowed the University of Alabama to:¹⁸

- Create a workflow for each catalog page to be approved at multiple administrative levels (similar to that for course and curriculum approval),
- Prevent changes from going into the catalog which have not been coded into DegreeWorks or Banner, and
- Give departments the ability to make edits and additions to their catalog pages.

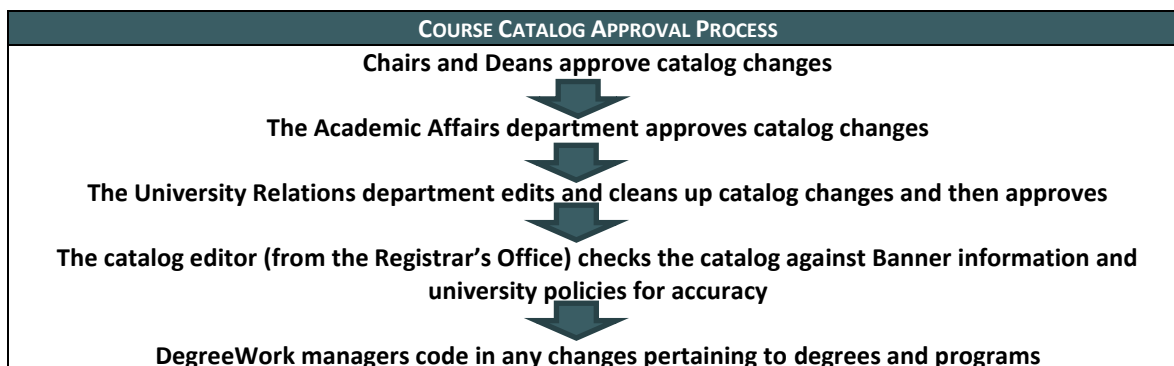
The workflow processes developed for CourseLeaf catalog management system approval have been especially important in improving the efficiency of catalog development at the University of Alabama. It further provides increased review and editing opportunities to ensure catalog accuracy:

¹⁵ Jimenez, Op. cit.

¹⁶ Ibid.

¹⁷ Jimenez and Jones, Op. cit., p. 22.

¹⁸ Ibid., p. 24.

Figure 1.3: Course Catalog Approval Workflow Process, University of Alabama

Source: Jimenez & Jones¹⁹

For a more concrete example of this process, Hanover provides an outline of the process for editing the University of Alabama's 2013-2014 catalog:²⁰

- The 2013-2014 Catalog opened for editing on June 20th, 2012;
- All edits were due from departments by February 1st, 2013;
- Pages were approved by Academic Affairs by March 1st, 2013;
- Public Relations completed all edits by April 15th, 2013;
- Catalog Editor reviewed and approved catalog by May 1st; and
- DegreeWorks staff reviewed catalog pages as they arrived. All changes were plugged into Degree Works before Orientation began in mid-May.

ADMINISTRATIVE AND GENERAL SUPPORT FOR COURSELEAF IMPLEMENTATION

CourseLeaf implementation at the University of Alabama required three large training sessions, one session each for employee groups involved with the course proposal or catalog creation process:²¹

- Faculty,
- University Support Staff, and
- Assistant and Associate Deans.

The institution holds refresher training sessions each month, especially to ensure the new faculty and staff receive the proper training.²²

¹⁹ Ibid., p. 32.

²⁰ Ibid., p. 34.

²¹ Jimenez, Op. cit.

²² Ibid.

BROWN UNIVERSITY

In this section, Hanover Research provides an overview of Brown University's electronic catalog and curriculum management systems. Since 2011, Brown University has implemented both an electronic course and curriculum approval process as well as an electronic catalog management system.²³ While it appears to have developed its curriculum and course management tools itself or with the aid of another software vendor, it has turned to CourseLeaf for its course catalog and course bulletin creation and management.²⁴ This unique approach makes it an interesting example for the University of Alaska Anchorage, especially in assessing the methods institutions use to integrate their course proposal and modification process alongside the creation of the university catalog and course bulletin.

Brown University Curriculum Review Website:

<http://www.brown.edu/Administration/Registrar/FacStaff/crsPropGuidelines%20rev%201111a.pdf>

COURSE/CURRICULUM APPROVAL PROCESS

Brown University's curriculum approval process is mainly focused on the management and review of courses, though it is also designed to deal with basic changes to departmental "concentrations"²⁵ – the institution does not offer traditional majors or minors.²⁶ With the development and implementation of an online course proposal tool in 2011, the university modified its course approval process to ensure it was "more streamlined for departments and more logical for faculty members."²⁷ The electronic course proposal and management process, accessible through Brown University's Banner administrative software, now allows for a more efficient approval process with clearly defined steps.

A course proposal at Brown University is required when:²⁸

- A new course is developed by a faculty member,
- An undergraduate course is taught by a graduate student,

²³ Bergeron, K. and Seifert, L. "Improvement to course proposal process." Memorandum, Brown University, May 15, 2011, p. 1.
http://www.brown.edu/Administration/Registrar/FacStaff/May2011_Memo_regarding_Course_proposal_processes.pdf

²⁴ Fitzgerald, Robert. University Registrar, Brown University. Email Correspondence. August 7, 2013.

²⁵ *Brown Handbook of Academic Administration*. Brown University, July 2012, p. 6.
<http://www.brown.edu/about/administration/dean-of-faculty/sites/brown.edu/about/administration/dean-of-faculty/files/uploads/Handbook%202012.pdf>

²⁶ These have been reviewed in more depth since 2009 due to recommendations from the Brown University "Task Force on Undergraduate Education," see "Revised Plan of Action: Task Force on Undergraduate Education, January 2009." Brown University, pp. 1-11.
http://brown.edu/Administration/Dean_of_the_College/tue/downloads/TF_Plan_of_Action.pdf

²⁷ Bergeron and Seifert, Op. cit., p. 1.

²⁸ "Guidelines for Course Proposals." Brown University, 2011, p. 1.
<http://www.brown.edu/Administration/Registrar/FacStaff/crsPropGuidelines%20rev%201111a.pdf>

- A non-graduate level course (course number under 2000) is offered in the credit-bearing summer session,
- A course has not been taught for eight years, or it has not been taught for five years and the instructor who proposed it is no longer at Brown,
- A course is renumbered to imply a change in content level, or
- A course is to have a major change in subject matter or pedagogy.

REQUIRED INFORMATION AND DOCUMENTS

As noted, these course proposals are submitted online through a course proposal tool accessed through Banner.²⁹ For regular Brown faculty members, the following information is required to be submitted for a course proposal:^{30, 31}

- **A course title and course number,**
- **A catalogue description of 150 words,**
- **A description of educational goals, and**
- **A discussion of workload expectations and assessment measures.**

For “visiting faculty, adjuncts, or graduate students,” a **draft syllabus** is also required to be submitted for a course proposal.³²

This required information can be organized within Brown’s online course proposal tool for submission to necessary approval bodies. In order to ensure that approved courses are easily transferred into Banner and CourseLeaf’s catalog management software, course descriptions should “avoid jargon.” Furthermore, the proposal must “distinguish prerequisites that are recommended from those to be enforced by the Banner system.” Finally, if “course enrollment is limited or enrollment always requires an override, the description should include the criteria that will be used in granting permission to enroll.”³³

APPROVAL PROCESS WORKFLOW

Courses must be approved at both the departmental and university levels. While the approval process at the department level is informal, all required documents are forwarded to the College Curriculum Council (CCC) for more systematic review. This committee, comprising faculty and students, makes final decisions regarding the approval of new courses.³⁴

²⁹ “Faculty & Staff Resources.” Brown University. <http://www.brown.edu/Administration/Registrar/faculty/>

³⁰ “Designing New Courses.” Brown University.

http://www.brown.edu/Administration/Dean_of_the_College/faculty/new_courses.php

³¹ Bergeron and Seifert, Op. cit., p. 1.

³² Ibid.

³³ “Guidelines for Course Proposals,” Op. cit., pp. 1-2.

³⁴ “Designing New Courses,” Op. cit.

The Screening subcommittee of this body reviews new and modified course proposals monthly.³⁵ It may “request revisions or clarifications if the intent and organization of the proposal” is not clear. Following this, “proposals are made available to all members of the CCC before the Screening Committee’s recommendations are voted on.”³⁶

INTEGRATION WITH COURSE CATALOG

While using separate software to manage curriculum changes and course proposals, Brown University does do an effective job of integrating this with its CourseLeaf catalog management software. It appears to accomplish this through its Banner administrative system, which it uses as the basic repository linking course proposal approval information and catalog management. In designing the catalog, department administrators (who typically edit department catalog sections) employ CourseLeaf to organize course and instructor data “fed from a Banner extract.” CourseLeaf’s ability to integrate with this system makes organization of the catalog much easier than in Brown’s previous catalog management and design process and further allows it to apply “institutional web standards” within CourseLeaf catalog organization.³⁷

According to email correspondence with Robert Fitzgerald, the University Registrar at Brown University, the CourseLeaf’s catalog software has been incredibly cost effective and useful, requiring minimal training and oversight. Department editors, reviewers, and approvers “were all provided a simple handout” from Leepfrog on the CourseLeaf catalog capabilities and Brown further employed an “internal systems trainer” who provided two hours of hands-on training. Furthermore, the implementation of CourseLeaf’s electronic catalog tool had almost no policy implications. The only change it helped necessitate was a shift in the deadline for catalog submission, approval, and creation “from summer to mid-spring,” to ensure it is completed and available “in time for pre-registration” for the upcoming fall semester.³⁸

³⁵ Ibid.

³⁶ “Guidelines for Course Proposals,” Op. cit., p. 1.

³⁷ Fitzgerald, Op. cit.

³⁸ Ibid.

UNIVERSITY OF OREGON

In this section, Hanover Research profiles electronic catalog and curriculum management processes at the University of Oregon. While the institution is not one identified by the University of Alaska Anchorage, it provides a unique example as it is in the process of implementing CourseLeaf curriculum management and catalog management systems. Because of this, it allows Hanover to highlight the issues confronting the institution as it prepares to overhaul its system along with the tentative process and schedule for the implementation of the software. Hanover draws on information gathered through email correspondence as well as what is available through the University of Oregon's website.³⁹

In this profile, Hanover focuses more specifically on the electronic course and curriculum approval process, rather than on the catalog management and approval processes.

University of Oregon Curriculum Review Website:

<http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August%202009%29.pdf>

COURSE/CURRICULUM APPROVAL PROCESS

The University of Oregon is only at the beginning stages of its implementation of the CourseLeaf catalog and curriculum management software, hoping to have it “fully functional by Fall 2014.” The institution recently purchased the software to help improve the currently “cumbersome and confusing course and curriculum proposal process.”⁴⁰ At present, the university employs “a number of formal and informal formats” for course and curriculum proposal and approval and is “seeking ways in which to align those more effectively.”⁴¹ It currently has an electronic submission system for course proposals, but the implementation of CourseLeaf will ensure the University of Oregon more effectively uses “electronic management systems for efficiency, ease of use, clarity, and archiving.”⁴²

The current approval process for new courses or changes to courses can be initiated with both electronic and paper proposals. This process is overseen by the University of Oregon Committee on Courses (UOCC).⁴³

The current approval process for the development of a new program or changes to a program is overseen by the Oregon University System Provosts' Council.⁴⁴ This more in-

³⁹ Keele, Ruth. Assistant Vice Provost for Academic Affairs, University of Oregon. Email Correspondence. August 5, 2013.

⁴⁰ “CourseLeaf Curriculum Management.” Office of Academic Affairs, University of Oregon.
<http://academicaffairs.uoregon.edu/courseleaf-curriculum-management>

⁴¹ Keele, Op. cit.

⁴² “CourseLeaf Curriculum Management,” Op. cit.

⁴³ “Curriculum Changes.” Office of Academic Affairs. University of Oregon.
<http://academicaffairs.uoregon.edu/curriculum-changes>

⁴⁴ “New Program Approval.” Office of Academic Affairs. University of Oregon.
<http://academicaffairs.uoregon.edu/academic-programs-approval-process>

depth approval process appears to currently be completed mainly offline. It must be completed for:⁴⁵

- New academic programs that result in new degrees, certificates and majors, or that propose to offer an existing program in a new location, must go through the two-stage (internal and state level) review process.
- New programs that result in undergraduate minors are exempt from state-level review, but must go through the same internal review as do other new programs
- Revisions to programs vary in magnitude and scope, but all proposals for significant changes (*e.g.* deletion or addition of areas of concentration) must be reviewed internally.
- If the revision is substantial, the proposal will be reviewed at the state level as well. The decision as to whether a state-level review is required will be made at the initial Synopsis stage.

REQUIRED DOCUMENTS

The required information and documents vary significantly for course proposals and degree program proposals.

New Course Proposal

In the University of Oregon's increasing transition towards an online course and curriculum approval process, the course proposal process can now be completed through the University Electronic Curriculum System (ECS).⁴⁶ When submitting a course proposal, faculty must submit a **course prospectus outline**. It provides the template for all information entered into the online course proposal system.⁴⁷ This prospectus is designed to "replace the syllabus and memos of justification that instructors were previously required to submit in support of proposals for new courses or substantive changes to existing courses," and consists of a comprehensive range of course information, including:⁴⁸

- **Course title, department, course number, course description,**
- **Basic questions about the course, course structure, course frequency,**
- **Information about how this course contributes to a department's curriculum, and**
- **In-depth information on course content/expected student workload.**

⁴⁵ Ibid.

⁴⁶ See "University of Oregon Curriculum System." University of Oregon.
<http://uocurriculum.uoregon.edu/home/index.htm>

⁴⁷ "College of Arts and Sciences Procedures for Curricular Changes: Guidelines for Faculty Curriculum Coordinators and E-Curriculum Users." University of Oregon, March 2012, pp. 5-6.
<http://uocurriculum.uoregon.edu/Documentation/Anon/PoliciesAndGuidelines/CasCurriculumGuidelines.pdf>

⁴⁸ "College of Arts and Sciences Curriculum Committee (CASCC) DRAFT Prospectus Outline for Course Submission." University of Oregon, 2012, pp. 1-12.
<http://uocurriculum.uoregon.edu/Documentation/Anon/PoliciesAndGuidelines/prospectusoutline.pdf>

It further requires the submission of the following documents uploaded in PDF format:⁴⁹

- **A Cover Letter:** Submitted on departmental letterhead and signed by the department head or faculty curriculum coordinator. Provides an overview of curricular changes, the rationale behind them, the desired effective data, and any other special background information that will assist reviewers.
- **Signed Course Form** along with the completed prospectus outline.

New Degree Program Proposal

The degree program approval process, as noted, is still completed at least partially via traditional methods. It requires the submission of a detailed proposal fully outlining the need, requirements, and goals of the program, along with its relation to other offerings at the University of Oregon as well as at other Oregon University System institutions.⁵⁰

APPROVAL PROCESS WORKFLOW

The overall design of both course and broader curriculum approval processes:⁵¹

is multi-layered, with authority for new degree and certificate programs (as well as existing programs offered in a new location) residing at the state level, authority for significant curricular changes residing at the University level, and authority for small changes residing within the school or college.

As the two processes are distinct, Hanover outlines them separately. These will likely undergo some changes with the implementation of CourseLeaf.⁵²

New Course Approval Process

As noted above, new courses “are reviewed by the University’s Committee on Courses.” Final approval for the implementation of new courses is decided upon by the University of Oregon Senate (UO Senate).⁵³ This review process occurs three times a year, and involves individual departments and colleges along with the broader university systems. An outline of this process for the 2013-2014 academic year is presented on the following page:

⁴⁹ “College of Arts and Sciences Procedures for Curricular Changes: Guidelines for Faculty Curriculum Coordinators and E-Curriculum Users,” Op. cit., p. 6.

⁵⁰ For information on this, see “Academic Program Policies and Procedures.” Oregon University System.
http://ous.edu/about/polipro/acad_pp

⁵¹ Keele, Op. cit.

⁵² Ibid.

⁵³ Ibid.

Figure 3.1: New Course and Curriculum Changes Approval Process Timeline, 2013-2014, University of Oregon

FIRST ROUND - FALL		
Phase 1	Proposals due by	determined by school/college
Phase 2	School/college summary report posted on the web by	determined by school/college
Phase 3	Faculty comments due by	determined by school/college
Phase 4	School/college makes final report to UOCC by	10/2/2013
Phase 5	UOCC posts preliminary report on UO Senate Web by	11/20/2013
Phase 6	UO Senate votes on proposed curricular changes on	12/4/2013
Phase 7	UOCC posts final report on UO Senate web by	12/11/2013
SECOND ROUND - WINTER		
Phase 1	Proposals due by	determined by school/college
Phase 2	School/college summary report posted on the web by	determined by school/college
Phase 3	Faculty comments due by	determined by school/college
Phase 4	School/college makes final report to UOCC by	12/11/2013
Phase 5	UOCC posts preliminary report on UO Senate Web by	2/26/2014
Phase 6	UO Senate votes on proposed curricular changes on	3/12/2014
Phase 7	UOCC posts final report on UO Senate web by	3/19/2014
THIRD ROUND - SPRING		
Phase 1	Proposals due by	determined by school/college
Phase 2	School/college summary report posted on the web by	determined by school/college
Phase 3	Faculty comments due by	determined by school/college
Phase 4	School/college makes final report to UOCC by	3/19/2014
Phase 5	UOCC posts preliminary report on UO Senate Web by	4/23/2014
Phase 6	UO Senate votes on proposed curricular changes on	5/14/2014
Phase 7	UOCC posts final report on UO Senate web by	5/21/2014

Source: University of Oregon⁵⁴

New Degree Program Approval Process

The new degree program approval process is more complex than that for individual courses. The proposal “may go through a number of bodies.”⁵⁵

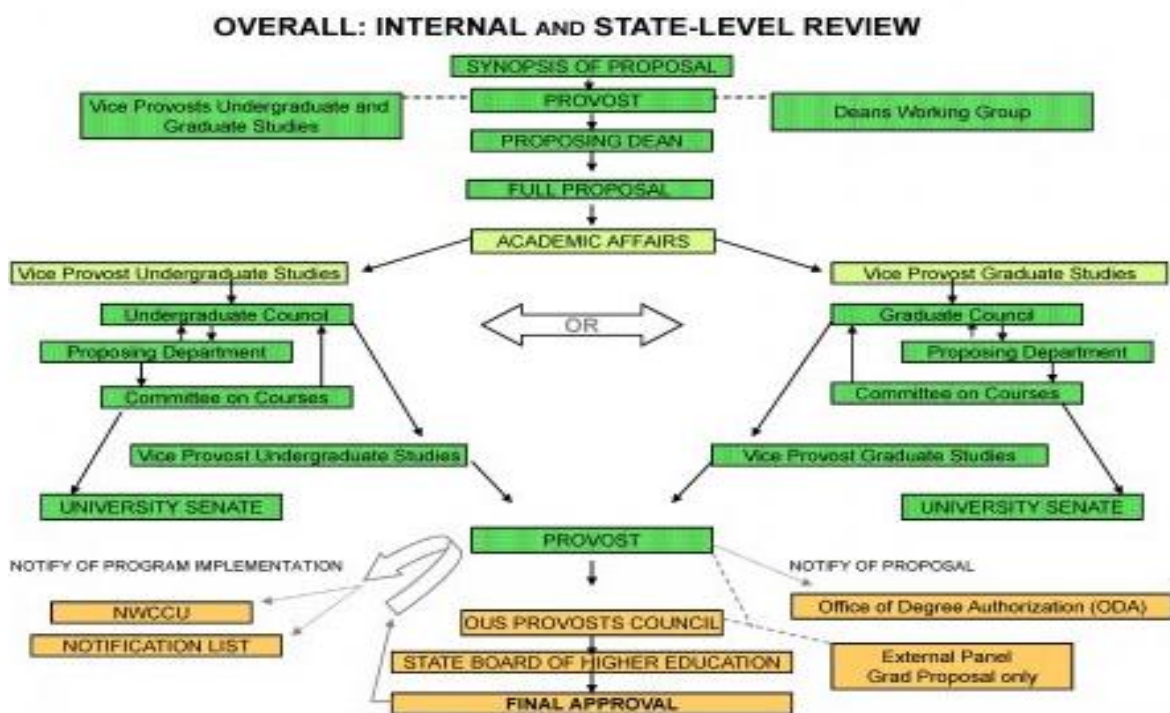
Proposals for new degree programs are first reviewed by the school/college curriculum committee and receive endorsement from the dean’s office. Following that, the proposal is reviewed by the Undergraduate or Graduate Council (and associated Vice Provost), Academic Affairs/Provost, the Oregon University System (OUS) Provosts’ Council, and the State Board of Higher Education (through its Academic Strategies Committee). Where authority rests at the University or college level, only those relevant review bodies are involved.

This general program approval process is visualized on the following page:

⁵⁴ “2013-2014 Timetable for Curriculum Changes.” University of Oregon. <http://committees.uoregon.edu/node/433>

⁵⁵ Keele, Op. cit.

Figure 3.2: Program Approval Process, University of Oregon

Source: University of Oregon⁵⁶

The approval process structure for different types of programs is further summarized below:

Figure 3.3: Program Proposal Approval Process Structure, University of Oregon

PROPOSAL RESULTING IN:	COLLEGE LEVEL	UNIVERSITY WIDE	STATE LEVEL	EXTERNAL
New graduate degree	✓	✓	✓	✓
New baccalaureate degree	✓	✓	✓	
New certificate (undergraduate or graduate)	✓	✓	✓	
New location for an existing degree program	✓	✓	✓	
Substantive change to existing degree program, including:	✓	✓		
new undergraduate minor				
new track or concentration for existing major				
new honors program				
significant revisions to degree requirements or curricular design (undergraduate or graduate)				
discontinuation of degree or certificate program	✓			
Other curricular or program changes, including:				
discontinuation of minor				
discontinuation of track or concentration for existing major				
minor revisions* to degree requirements or curriculum (undergraduate or graduate)				

Source: University of Oregon⁵⁷

⁵⁶ "New Program Approval Process Visualized." University of Oregon. <http://academicaffairs.uoregon.edu/new-program-approval-process-visualized>

TARLETON STATE UNIVERSITY

In this section, Hanover Research profiles the course and curriculum approval processes at Tarleton State University. The institution uses CourseLeaf software for curriculum management as well as catalog organization. Like the University of Oregon, while it was not specifically identified by the University of Alaska Anchorage, it provides a useful comparison and example for effective implementation of electronic catalog and curriculum management processes. Hanover contacted the institution to gather information about its experiences with CourseLeaf.⁵⁸ The university's website further provides a limited range of information.

COURSE/CURRICULUM APPROVAL PROCESS

Since February 2012, Tarleton State University has employed CourseLeaf for its catalog and curriculum management organization.⁵⁹ This superseded a previous online system, so the transition was not nearly as drastic as it was at the University of Alabama or will be at the University of Alaska Anchorage. Furthermore, Leepfrog provided faculty training for initial implementation, and this training continues under a faculty member.⁶⁰ Tarleton State University also makes available how-to cheat sheets to aid faculty and administration in using CourseLeaf.⁶¹

Under the CourseLeaf management system at Tarleton State University, course/curriculum proposals are required for:

- New courses,
- Changes in existing courses,
- New programs,
- Changes in existing programs.

APPROVAL PROCESS WORKFLOW

Program and course proposal information is submitted through Tarleton's CourseLeaf management system. Once submitted, automated notifications help facilitate the review and approval process. CourseLeaf's notifications are especially useful in facilitating communication during this process and ensuring that the proposal process moves along smoothly. The figure on the following page outlines this process in more detail, highlighting the complex curriculum approval processes that CourseLeaf helps faculty and administrators navigate efficiently:

⁵⁷ "Beyond Course Changes: Proposals for New Programs or Curricular Changes." University of Oregon, October 2011.

⁵⁸ Hunt, Daphne. University Web Administrator, Tarleton State University. Phone Interview. August 5, 2013.

⁵⁹ For information on their old system, see "Curriculum Management System." Tarleton State University. <https://www.tarleton.edu/scripts/cmanager/>

⁶⁰ Hunt, Op. cit.

⁶¹ "Curriculum and Catalog System How-To Guide." Tarleton State University, pp. 1-6. <http://www.tarleton.edu/curriculum/documents/Leepfrog-How-To.pdf>

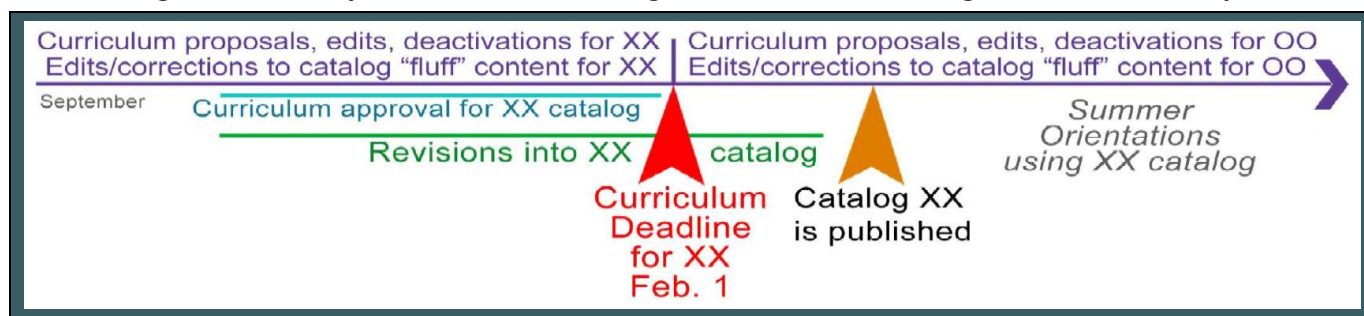
Figure 4.1: Tarleton State University Curriculum Approval Flow Chart*

Source: Tarleton State University⁶²

* Following internal approval, items are routed to the Texas A&M University System (TAMUS) or Texas Higher Education Coordinating Board (THECB) in accordance with specific program approval guidelines.

INTEGRATION WITH COURSE CATALOG

This course approval process is further integrated into catalog management at Tarleton State University through CourseLeaf software. The software has helped rationalize the catalog process and helped organize changes within the catalog system. While “curriculum and catalog changes can occur year round ... the deadline for all changes and approvals to be complete for the next catalog is always January 31. Curriculum and catalog changes for the year after than can begin on February 1.”⁶³ This is represented below:

Figure 4.2: The Cycle of Curriculum Changes to a Produced Catalog, Tarleton University*

Source: Tarleton University⁶⁴

*“XX” refers to an initial catalog, while “OO” refers to the next year’s catalog.

⁶² “Tarleton State University Curriculum Process.” Tarleton State University.
<http://tarleton.edu/curriculum/documents/flowchartfall2011.pdf>

⁶³ “Curriculum and Catalog System How-To Guide,” Op. cit., p. 2.

⁶⁴ Ibid.

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