

MEMORANDUM

TO: University Senate Council

FROM: Kimberly Taylor
University Registrar

TOPICS: Request to Change Title of the Course Catalog and Bulletins

DATE: March 31, 2022

The Office of the University Registrar is responsible for the publishing and maintenance of several university-wide publications. These publications are primarily used by students, faculty, staff, prospective students, external organizations such as accreditation bodies and other post-secondary institutions.

Based upon feedback and inquiries from students and faculty it has become clear that the currently used terminology for some publications (Undergraduate Bulletin, Graduate Bulletin, and Course Catalog) is not within industry standards. To limit confusion and increase accessibility of relating information it is important to re-evaluate current terminology.

A review of peer institutions exhibits a clear commonality with regards to the terminology of these publications. Additionally, a review of SACSCOC published guidelines and resources further confirmed and reinforced the common usage of the recommended terminology proposed below.

Request to Change Title of the Course Catalog and Bulletins:

- Undergraduate Bulletin to become Undergraduate Catalog, effective 2023-2024 Academic Year
- Graduate Bulletin to become Graduate Catalog, effective 2023-2024 Academic Year
- Course Catalog to become Schedule of Classes, effective with the next schedule released (spring 2023)

Supporting Documents: Attached

- UK Benchmark Publication Names – Fall 2021
- Assorted passages from the 2020 SACSCOC Resource Manual

UK Benchmark Publication Names – Fall 2021

University of California-Davis

- General Catalog
- Schedule Builder

University of Iowa

- General Catalog
- Courses / Class Schedule

Michigan State University

- Academic Programs Catalog
- Schedule of Courses

University of Missouri-Columbia

- Catalog
- Current Class Offerings / Search for Classes page

University of Arizona

- Catalog
- Schedule of Classes

University of Minnesota-Twin Cities

- Catalog / Graduate Catalog
- Class Schedule / Schedule Builder

Ohio State University-Main Campus

- Course Catalog
- Schedule of Classes

University of Michigan-Ann Arbor

- Bulletin
- Schedule Builder

University of Wisconsin-Madison

- The Guide
- Courses / Schedule of Classes

University of North Carolina at Chapel Hill

- Catalog
- Schedule of Classes

University of Florida

- Undergraduate Catalog
- Schedule of Courses



RESOURCE MANUAL

for *The Principles of Accreditation:*

Foundations for Quality Enhancement

1866 Southern Lane
Decatur, GA 30033-4097
www.sacscoc.org

SACSCOC

Southern Association of Colleges and Schools
Commission on Colleges

Third Edition
Published: 2020

- If no, what alternative arrangement or consortium or contract does the institution have for provision of coursework which it does not offer?
- How does the institution maintain responsibility and control of the coursework (content and learning outcomes) accepted through an alternative means or through a consortium or contract?
- What evidence is there that such arrangements are evaluated regularly?
- Has SACSCOC approved the consortium or contract, if necessary?

Sample Documentation

- For those degree levels where all the coursework for at least one degree program is offered by the institution:
 - Catalog listing of degree requirements or advising checklist for a program at each level.
 - Evidence the courses are offered (e.g., class schedules showing classes were offered, or a redacted transcript for a student who completed 100% of requirements without any transfer or other alternative credits).
- For those degree levels where an alternative approach is necessary:
 - Copies of any consortium agreement or contract for such arrangements.
 - Explanation and evidence of how the institution maintains responsibility for and control over the quality of courses accepted, utilizing the policy on [Core Requirement 3.1.b: Documenting an Alternative Approach](#). Such evidence might include committee minutes, reports, and assessment instruments demonstrating that the institution has developed, implemented, and evaluated the means by which it ensures appropriate control over all aspects of the programs and services provided through such arrangements, agreements, and/or contracts.

Reference to SACSCOC Documents, If Applicable

SACSCOC Policies: *Core Requirement 3.1.b: Documenting an Alternative Approach*
 Substantive Change Policy and Procedures [pertaining to consortia and contracts]
 Quality and Integrity of Educational Credentials

Appendix B of this *Manual* has a definition for “degree level.”

Cross-References to Other Related Standards/Requirements, If Applicable

Standard 10.9 *(Cooperative academic arrangements)*

- Are there separate policies for graduate and undergraduate students?

Sample Documentation

- Publications that include information about academic calendars, grading policies, and refund policies.
- Details on how this information is provided to students taking distance education classes, at off-campus locations, or via other modes of delivery such as competency-based education.

Reference to SACSCOC Documents, If Applicable

SACSCOC policies: [*Agreements Involving Joint and Dual Academic Awards*](#)
[*Direct Assessment Competency-Based Educational Programs*](#)
[*Distance and Correspondence Education*](#)
[*Institutional Obligations for Public Disclosure*](#)
[*Substantive Change Policy and Procedures*](#)

This standard requires a policy or procedure; see Appendix A of this document for implications. See also:

SACSCOC Good Practices: [*Developing Policy and Procedures Documents*](#)

Cross-References to Other Related Standards/Requirements, If Applicable

Standard 10.1 (*Academic policies*)

10.3 The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. (*Archived information*)

Rationale and Notes

An institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Regardless of the name assigned to the publication, the college catalog is one of the most critical publications at any higher education institution. The catalog describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution.

Because of its importance, the catalog is critical not just in its current edition. Former students often need information pertinent to the course of study and courses taken when they were students. Admissions officials at other institutions and employers are other constituents who often need information from past catalogs. Institutions utilizing print catalogs generally already have long-standing policies for maintaining archival copies. This current standard also emphasizes the

importance of this material for archival versions of digital catalogs, including web-based catalogs.

Questions to Consider

- Who is responsible for ensuring archival versions of catalogs are maintained?
- Where are print copies of past catalogs maintained?
- How do former students access the catalog of record for when they were at the institution?
- Is information as to how to obtain access to a former catalog easily accessed by former students and by the general public?
- What are the institution's policies and procedures for updating catalog information?
- How are constituents notified of changes to course offerings or the requirements needed to earn a specific credential?

Sample Documentation

- Details on where archival versions of catalogs are maintained.
- Information on how the catalogs can be accessed by the public.
- Evidence that information is available to the public.

Reference to SACSCOC Documents, If Applicable

SACSCOC policies: [*Institutional Obligations for Public Disclosure*](#)

Cross-References to Other Related Standards/Requirements, If Applicable

Standard 9.7 (*Program requirements*)

10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

Rationale and Notes

Because faculty are generally responsible for ensuring the achievement of appropriate student learning and academic program outcomes, it is imperative that an institution establish policies that explicitly delineate the responsibilities and authority of its faculty in academic and governance matters. These published policies clarify the role of the faculty in relation to other constituencies regarding these fundamental aspects of the institution. It is recognized that the authority of faculty in academic and governance matters varies widely across different types of