



ACADEMIC
QUALITY
COUNCIL
HANDBOOK

Revised August 2023

polk.edu

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I. The Academic Quality Council's Purpose

The Academic Quality Council (AQC) functions as the official deliberative body through which recommendations regarding curricular changes are made. It plays a significant role in ensuring the institution provides a quality curriculum that is effectively presented and responsive to student, community, business, and four-year institution needs. The AQC is designed to provide a forum where appointed members of the College community can meet to discuss matters dealing with curricula and instruction such as:

- Curricular content
- Course and program objectives, outcomes, indicators, and measures
- Course and program assessment

AQC discussions take place within a structured context, and recommendations are developed and forwarded to the appropriate administrators.

The AQC serves as an effective mechanism for discussion and review processes involving various stakeholders when considering course and program curricula, the establishment of outcomes, the design and implementation of appropriate corresponding assessments, and utilization of assessment findings to improve academic courses and programs.

The responsibilities of the AQC include those generally assigned to a college's curriculum committee. A typical curriculum committee:

1. Serves as a clearinghouse for studies, experiments, and innovations dealing with curricular change.
2. Advises the chief academic officer(s) on matters of curricula and instruction.
3. Assists in the continuous review of existing courses and programs.
4. Initiates new courses and programs.
5. Provides an organized, formal vehicle and deliberative body for establishing, reviewing, and evaluating the College's curriculum.

6. Creates and maintains a system for proposals involving curricular changes to be processed.

All recommendations of the AQC are made to the College's chief academic officer(s).

The AQC follows a designated process and uses standard proposal forms to organize and facilitate processing recommendations for curricular changes. The forms [cf. Appendix 2] are as follows:

- *New Course Proposal Form*
- *Course Modification Proposal Form*
- *New Program Proposal Form*
- *Program Modification Proposal Form*
- *Course End-Term Proposal Form*
- *Program End-Term Proposal Form*

A. Proposal Processing

The development of a new college-credit or vocational-credit course or program, or the significant revision of an existing program, must be an interactive process involving input from all areas of the institution that may be impacted by the changes created through this action. Proposal development begins with the first discussion of a given curricular change. A change in the curriculum should grow out of the consideration of appropriate data and information collected and analyzed in conjunction with the Office of Institutional Effectiveness, Accreditation, and Research (IEAR), and each proposed change must align with the College's Vision, Purpose, and Mission.

At the earliest possible point in proposal development, consideration should be given to the overall potential impact of the change (e.g., course or program enrollment changes, required staff members or adjunct faculty for class instruction, possible complications to student completion). All institutional units likely to be impacted by the change should be involved in the proposal development.

The following faculty and staff members are permitted to bring a proposal before the AQC:

1. Any full-time faculty member who is on either an Annual Contract or Continuing Contract
2. Any program directors for Associate in Science or certificate programs
3. Any Academic Dean

When a new program is being introduced into the College's curriculum wherein there is no full-time faculty member or program director in place, either an appropriate Academic Dean or a chief academic officer may present the necessary proposal(s) to the AQC.

If a faculty member or program director who has developed a proposal is unable to attend the AQC meeting for which the proposal is on the agenda, it is preferred to delay discussion until the individual sponsoring the proposal is able to attend. However, the faculty member or program director may ask another faculty member from the same discipline (or an appropriate Academic Dean) to present the proposal if it is a time-sensitive matter.

Steps for Submitting an AQC Proposal:

1. A faculty member or program director has an idea for a curricular change.
2. The faculty member or program director discusses the proposed change with the appropriate dean (and the department coordinator, as applicable).
3. The faculty member or program director shares the proposed change with all colleagues in the discipline collegewide and then copies (by email) all other academic deans and pertinent department coordinators (DCs) regarding this discussion. Any other academic departments that may be affected by this change should be included in this discussion.
4. The faculty member or program director develops the proposal using the Curriculog software (polk.curriculog.com). Once the originator has launched (i.e., published and approved) a proposal, the proposal passes through several approval steps, including a review by the College Editor, the Office of Institutional Effectiveness, Accreditation, and Research, and the chief academic officer(s) for the given area of the College.

5. The AQC Chair shares the proposal with the AQC membership and its resource members through the Curriculog website at least a week prior to the AQC meeting. The AQC Chair also sends an email with the meeting agenda to all College faculty members and program directors with directions regarding how to view proposals in Curriculog. All committee members also receive an email containing a link to the Curriculog agenda for the month's meeting.
6. If the AQC approves a proposal, the chief academic officer(s), AQC Chair, and the applicable academic dean(s), director(s), and vice president(s) complete the final validation and approval processes in Curriculog for the requested change(s).
7. A proposal receiving final approval is recorded in Curriculog and is then sent to the Academic Services Coordinator for records retention.

This process aligns the College with the guidelines provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with regard to curriculum management, as the institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty members (*SACSCOC Standard 10.4*).

B. Academic Quality Council Membership

The AQC members are appointed by the President's Staff membership. When a member's term has expired, the President's Staff membership requests volunteers from the discipline with a vacancy and appoints a member from the volunteers. The AQC membership composition is a procedural committee. Please refer to [Procedure 6002, Committee System](#), and its attachment, [Committee Composition](#), to review AQC's Purpose, Membership, Chair and President's Staff Representative, and Resource Members.

C. Quorum Guidelines

For Curriculum Proposal processing, the following constitutes a quorum:

- One Campus Academic Dean or Associate Academic Dean
- One Member from five of the six disciplines listed below:
 - 1 Member from English
 - 1 Member from Developmental Reading, Writing, and College Success
 - 1 Member from the Humanities
 - 1 Member from the Social Sciences
 - 1 Member from Mathematics
 - 1 Member from the Natural Sciences
- 1 Member from the AS or baccalaureate programs
- One Member from Advising

***Note:** A member who cannot attend a meeting is expected to arrange for a substitute from within his or her discipline to attend. A substitute counts toward a quorum, and this individual is afforded all the rights and privileges of a regular member, including the right to vote on matters before the Committee. A member cannot vote by proxy.*

D. Responsibilities of AQC Members

The AQC members are required to communicate information to and from their constituents regarding curricular changes and other issues on AQC meeting agenda. Representatives from Advising provide insight from an advising point of view, serve as advocates from the student perspective, and serve as an informational conduit for Student Services staff members with regard to AQC actions and recommendations.

Student members provide the student perspective on curricular issues. Student members should meet with the AQC Chair at the start of the term to receive an overview of the purpose and procedures of the committee. They are also encouraged to meet regularly with an advising representative for further mentorship regarding the workings of the AQC.

If individuals of an AQC discipline feel that a representative is not adequately representing the discipline or communicating information, these concerns should be expressed to an appropriate Academic Dean; this individual is responsible to review the merit of the complaint. The Academic Dean can present this information to President's Staff if it is deemed necessary.

E. Responsibilities of Resource Members

1. Learning Resources/TLCC Representative: This individual provides insight regarding learning resources associated with curricular changes.
2. Dean of Student Services: This resource member is responsible for managing key aspects of campus student services operations including the supervision, management, planning, design, and development of student services programs delivered at campus and satellite centers. As such, he or she is responsible for working collaboratively with full-time and adjunct faculty members, administrators, staff, and students to create and promote an environment that values the teaching and learning process.
3. Director of Student Enrollment Services/Registrar: This individual provides insight from the admission, registration, credit-transfer, articulation, and system-logistics perspectives. He or she provides input on generally accepted practices among colleges with regard to course descriptions, course numbering, and program design.
4. Vice President of Institutional Effectiveness, Accreditation, and Research: This individual provides advice and support regarding data collection and analysis, and acts as a SACSCOC resource.
5. Graduation Coordinator: This individual ensures that the proposed course and program modifications comply with the current graduation requirements.
6. Academic Services Coordinator: This individual oversees all aspects of the curriculum proposal software (Curriculog) and the online catalog (Acalog), as well as management of

the yearly AQC meeting calendar and the agenda for each meeting. He or she serves as the institutional contact regarding the State Course Numbering System (SCNS).

7. Director of Learning Technology: This individual provides insight on how proposed changes may affect the appropriate integration of technologies in face-to-face, hybrid, and online instructional delivery environments. He or she can discuss instructional systems design and other curricular aspects.
8. Director of Student Financial Services: This individual verifies whether a new program would be eligible for federal financial aid and submits the proposed program to the US Department of Education for consideration to be included in the list of programs eligible for federal financial aid.

F. The General Education Committee

The General Education Committee's primary responsibility is to review and make recommendations to the College's administration, the AQC, and the DBOT regarding the general education curriculum in accordance with the College's mission of providing a quality-driven education. This ad hoc committee is an advisory committee of the Academic Quality Council (AQC). The Committee will review the general education curriculum, which includes reviewing learning outcomes, accomplishment of the general educational goals, and credit distribution across the general education areas, and submit recommendations to ensure the general education curriculum meets general education goals and learning outcomes. **New general educational courses will be reviewed by the General Education Committee; then, the Committee will send its recommendation to the AQC.** Effective collaboration and communication will be a part of all general education decisions made at the College.

**Note: In the Curriculog process, courses that require approval as General Education courses will be reviewed by the Program Director/ Department Coordinator, and then sent concurrently to the General Education Committee and the college editor.*

MEMBERSHIP: (17 voting members, 1-2 year appointment)

The General Education Committee will consist of the following, which will include at least 4 faculty from AQC (2 LK and 2 WH) and at least 1 Faculty Senate member:

- Associate Provost for Academic Affairs
- Academic Deans (2)
- English - 2 Faculty* (1 LK and 1 WH)
- Humanities - 2 Faculty* (1 LK and 1 WH)
- Mathematics - 2 Faculty* (1 LK and 1 WH)
- Social Sciences - 2 Faculty* (1 LK and 1 WH)
- Natural Sciences/Wellness - 2 Faculty* (1 LK and 1 WH)
- 4 additional Faculty* (2 AA and 2 AS/BAS/BS)
*Faculty should be full-time regular

Co-chairs will be selected from this membership: one from LK and one from WH. The members listed above will serve as the eligible voters for changes to the general education curriculum. In the event a member is unable to attend, he/she is responsible for sending an alternate.

President's Staff Liaison: Provost for Academic Affairs and Workforce Education

Resource Members - up to 2 representatives from each of the following:

- Learning Resources and TLCC
- Student Services Staff
- Institutional Research
- Program Directors from AS (1 LK and 1 WH)

II. Items of Interest and Importance

A. Proposals That Must Be Reviewed by AQC

- Any *New Course Proposal* must go through AQC.
- Any of the following types of *Course Modification* changes: course title, course description, contact hours, contact-hour distribution, credit hours, load points, and prerequisite(s) or co-requisite(s) (including pre- or co-requisite minimum acceptable grade); as well as any substantive content change (i.e., greater than 20 percent of the course content).
- Any *New Program Proposal* must also receive clearance from the Office of the Vice President of Institutional Effectiveness, Accreditation, and Research.
- Any *Program Modification Proposal* in which curricular requirements change, Program Learning Outcomes (PLOs) are modified, or the Program Narrative in the *Polk State College Catalog* is changed (**Note:** *If there are substantive changes --i.e., greater than 20 percent-- the originator must notify the Office of Institutional Effectiveness, Accreditation, and Research*).
- Any *Program End-Term Proposal* the originator must receive prior clearance from the Vice President of Institutional Effectiveness and Accreditation, and Research (IEAR), as well as the Council. The individual must then receive approval from the District Board of Trustees (DBOT), and then return to the Office of IEAR to provide notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- Any State-Mandated Changes: (**Note:** *Minor modifications associated with state-mandated changes do not require formal action by AQC, but these must be presented as a matter of information for the AQC.*)

- Any *Course End-Term Proposal* should be the result of the respective Academic Dean and Program Director or Department Coordinator(s) (as appropriate). The end-term of “stale courses” as the result of institutional review does not require a formal proposal. Instead, the *End-Termed Course Report* is shared as an information item at the following September AQC meeting.
- Any Shared-Core or New Core *Program Modification Proposal* must be reviewed by the AQC.
- Any Credentialing Manual Change must be reviewed upon creation, revision, or modification, as well as upon the end-term of any related courses.
- Any New Honors Program Course Proposal has the same course description as the equivalent standard course offering; however, in addition to the course outcomes required for the standard version of the course, the Honors version must also include one or more of the Honors Program outcomes within the Basic Course Information (BCI) document. Because the course description and the majority of the course outcomes are the same, an Honors Program course is not brought to AQC for approval unless it is a course that has not been taught in a standard version at the College. Instead, the BCI for the Honors Program course with the additional Honors outcomes is brought to AQC for informational purposes.
- Any Proposed Pilot Course may be offered one time before it must be brought to AQC for formal approval and addition to the College’s curriculum. (**Note:** Any *exception to this process must be granted by the Provost for Academic Affairs and Workforce Education*). The proposed pilot for a given new course must first be approved by the Academic Dean(s) and forwarded to the Provost for Academic Affairs and Workforce Education for information. The Provost must then send an email to all AQC members to inform them of the course being piloted, including its course title, proposed prefix and number, prerequisite(s), course description, and

- proposed course content and outcomes. If the piloted course warrants introduction to the College's curriculum, it must be presented as a *New Course Proposal* to AQC.
- Any Special Topics Course is a credit-based offering in which the subject matter or content may vary within specific sections and among different terms; these differences are indicated by the course's title and description in the course inventory. Most special-topics courses can be repeated by students for additional credit, provided that the course sections cover different material. An individual section course title may differ from the *Polk State College Catalog* title, but only to reflect the specialized content being offered in that specific section.

- By nature, a Special Topics course should not be included as part of the required curriculum for any degree program; however, such a course can be used as a program elective where appropriate. A Special Topics course can be piloted twice with the same title and number of credits; however, before the third course offering, a special-topics course must be vetted by AQC. A discussion on whether to create a *New Course Proposal* for the Special Topics course should be vetted by the entire department (i.e., divisions from both campuses). A department should submit a *New Course Proposal* for any Special Topics course that is to be taught on a recurring basis. (**Note:** *An electronic copy of the Special Topics course syllabus --or each version of the syllabus, if there are multiple topics-- must be submitted to the Office of the Provost for Academic Affairs and Workforce Education*).
- Any *Program End-Term Proposal* requires additional clearance from Vice President of Institutional Effectiveness, Accreditation, and Research (IEAR) for the purposes of accreditation. Any *Program End-Term Proposal* must be accompanied by a *Teach-Out Plan*, detailing the mechanisms by which the department plans to enable students to complete the program prior to the end-term date. This plan must receive approval from SACSCOC prior to receiving approval from AQC.

B. Effective Dates for Proposed Changes

- For a *New Course Proposal*, the effective date should be set as the following semester. A *New Course Proposal* must be brought to AQC by February to be implemented during the fall term, or by September for implementation in the spring term.
- For a *Course Modification Proposal*, the effective date must be set in the fall of following Academic Year. Ideally, all proposals should be brought to AQC by the February meeting prior to fall implementation. (**Note:** *This rule applies unless a specific change is needed to fix a course-related problem and the proposed change does not negatively impact students, or the specific change is mandated to be completed by a certain date by a program's accrediting body.*)
- For a *New Program Proposal*, the effective date should be set as the fall of the following Academic Year. All proposals should be brought to the AQC by the February prior to fall implementation.
- For a *Program Modification Proposal*, the effective date should be set as the fall of the following Academic Year. Ideally, all proposals should be brought to AQC by the February meeting prior to fall implementation. (**Note:** *This rule applies unless a specific change is needed to fix a course-related problem and the proposed change does not negatively impact students, or the specific change is mandated to be completed by a certain date by a program's accrediting body.*)

C. Inclusion of the Basic Course Information (BCI) Document

Every *New Course*, *New Program*, *Course Modification*, and *Program Modification* proposal must include the BCI for every new and modified course included in the proposal. The BCI must include a section listing the **Program Outcomes**, **Course Outcomes**, and **Course Content** so that this information can be submitted by the Academic Services Coordinator to the

State Course Numbering System (SCNS). If Program Outcomes need to be updated, this requires a *Program Modification Proposal* as well as *Course Modification Proposal(s)* for any course(s) that address the outcomes being modified.

D. Course Descriptions

The course description printed in the *College Catalog* is an important source of information to the student. Given the importance of the course description, it should be written as carefully and as precisely as possible and utilize Bloom's Taxonomy for verbs describing learning outcomes typical to the curriculum. The general purpose of the course description is to provide a brief synopsis of the course content and to list any special conditions related to the course. Guidelines for writing course descriptions are provided in Appendix I of this handbook.

E. Curriculum Review

Pursuant to SBE Rule 6A-10.0331 and DBOT Rule 2.26, the College shall establish an annual curriculum review. Once a year, the Office of Academic Affairs will review with faculty any courses that have not been offered in 5 years. Courses that are not planned to be offered in the next 5 years shall be end termed and presented as information items at AQC.

F. Federal Program Integrity Rules

The following guidelines apply to the *United States Department of Education* (USDOE) *Program Integrity Rules*:

When a new program is added to the curriculum that is subject to Gainful Employment Reporting, Polk State College must notify the USDOE at least 90 days before the first day of class and include:

- The mechanism by which the institution determined the need for the program and details regarding the ways that the program is designed to meet market needs.

- The process by which the program was reviewed or approved by a business advisory committee, program integrity board, or business likely to employ program graduates.
- Documentation that the program has been approved by the institution's accreditor.
- The date of the first day of class for the new program.

After notification, Polk State College may offer the new program unless the Department of Education identifies a concern or need for additional information. In such a case, the USDOE presents concerns with relevant details to the College at least 30 days before the first day of class.

G. Changes to Pre-Admission Tracks for Limited-Admission Programs

When a *Program Modification Proposal* is approved for a limited-admission program that affects students in the affiliated pre-admission track(s), the following must occur:

1. Students in the affiliated pre-admission tracks must be “grandfathered in” with the previous requirement(s) for one full year from the date that the change becomes effective (typically the fall of the next Academic Year). The Program Director must describe the student transition plan in detail within the *Program Modification Proposal Form* in Curriculog.
2. The Program Director must work with the Director of Student Enrollment Services/Registrar to notify in writing (i.e., via letter or email) all current students in the pre-admission tracks regarding the program change. Current students are defined as those who have been continuously enrolled regardless of the year of their advising track. Additionally, all advisors must receive the same written notification from the Program Director.
3. The appropriate staff members in the Director of Student Enrollment Services/Registrar must adjust the pre-admission advising track degree audits (i.e., going back five years) to reflect the change to the limited-admission requirements. A notation must be included to alert students to the change.

APPENDIX I

GUIDELINES FOR WRITING COURSE

DESCRIPTIONS

Guidelines for Writing Course Descriptions:

A course description should be clear and concise (no more than 750 characters). It should convey to the student the content and the expected outcomes of the course. It should be written in standard English, should be as jargon-free as possible, and should follow the guidelines listed below. Course developers should review the suggested course description on the State Course Numbering System's website to ensure that their description covers most (if not all) of the same topics listed in the state description. A proposal submitted to the AQC must include a complete course description written exactly as the description is intended to appear in the College's catalog.

Suggestions for writing catalog descriptions:

1. The course description should be written in the third person and in full sentences.
2. Prerequisites, contact hours, and credits should be in bold face without abbreviations.
3. When referring to another course, the full title of the course should be written out and placed in italics and its abbreviation should be included in parentheses directly after it.

Ex: This course continues the presentation of objectives from *Anatomy and Physiology I* (BSC 2085C....

4. Verbs should be written in present tense and in the active rather than the passive voice whenever possible.

Examples:

Avoid: X, Y, and Z are covered in this course.

Preferred: This course covers X, Y, and Z.

5. Course developers should use active verbs from Bloom's Taxonomy to describe what the course covers and what students do in the course. They should avoid phrases such as "Students learn about..." or "Students gain an understanding of..."

Examples of active verbs:

- Students create baskets and apply designs.
- This course discusses Shakespeare.
- This course applies the principles of statistics to everyday events.

For reference, please see the included table of verbs classified according to Bloom's Taxonomy at the end of Appendix I.

6. Each course description should contain statements pertaining to the material presented in the course and the student's role in the course (i.e., what he or she will be doing in the course).
7. Course developers should use common language whenever possible. For example, use verbiage such as "appropriate placement score" rather than a specific test name.

8. When writing a sentence that contains a list, make sure the items of the list are parallel in structure.

Examples:

Avoid: Variations include posters, projects, and making presentations.

Preferred: Variations include posters, projects, and presentations.

Sample Course Descriptions:

HIS 2351 The Early Middle Ages

3 hours Lecture, 3 credits

This course provides a survey of Europe in the Early Middle Ages (300-1100) from the emergence of Christianity and the decline of the Roman Empire in the West, through the Investiture Struggle and the early Crusades. The course covers social, political, cultural, and religious developments of the period. The curriculum emphasizes student reading of primary sources including literary and religious texts, and the public record.

MAT 2001 Logic, Language, and Proof

3 hours Lecture, 3 credits

Prerequisites: C or higher in MAT 1003 or MAT 1005

This is a basic course in the logic of mathematics, the construction of proofs, and the writing of proofs. The mathematical content focuses on set theory, combinatorics, and Euclidean geometry. There is considerable focus on writing. Students solve logic problems and provide a written explanation for proofs.

PCB 2023 Cell Biology

3 hours Lecture, 3 hours Lab, 4 credits

Prerequisites: BIO 1010C and BIO 1011C

This course studies the cell as the unit of structure, biochemical activity, genetic control, and differentiation for organisms. The principles of biochemistry and genetics are applied to the study of cellular nutrition, growth, and development. This course requires each student to prepare an independent research project and paper for review. Laboratory activities allow for the application of lecture material as students observe, measure, and predict the outcomes of experiments.

Bloom's Taxonomy & Associated Action Verbs							
Level I: Knowledge							
Arrange	Describe	Identify	List	Quote	Recognize	Select	Tell
Count	Draw	Indicate	Locate	Read	Record	State	Trace
Define	Duplicate	Label	Name	Recite	Relate	Tabulate	Write
Level II: Comprehension							
Associate	Contrast	Discuss	Give an example	Locate	Report	Revise	Translate
Change	Convert	Distinguish	Paraphrase	Represent	Rewrite		
Classify	Describe	Estimate	Illustrate	Predict	Restate	Simplify	
Compute	Differentiate	Explain	Interpret	Recognize	Review	Summarize	
Level III: Application							
Apply	Construct	Employ	Interpret	Predict	Produce	Transfer	
Calculate	Contribute	Establish	Operate	Prepare	Project	Translate	
Chart	Discover	Examine	Order	Relate	Provide	Use	
Chose procedures	Find solutions	Report	Schedule	Utilize			
Collect information	Illustrate	Organize	Restate	Sketch	Write		
Complete	Dramatize	Implement	Perform	Review	Solve		
Level IV: Analysis							
Analyze	Contract	Contrast	Detect	Discriminate	Generalize	Organize	Select
Break down	Correlate	Determine	Distinguish	Infer	Outline	Separate	
Appraise	Categorize	Criticize	Diagram	Experiment	Inspect	Prioritize	Solve
Conclude	Compare	Debate	Differentiate	Inventory	Question	Summarize	
Level V: Synthesis							
Assemble	Compile	Design	Facilitate	Integrate	Negotiate	Prescribe	Reorganize
Build	Compose	Devise	Formulate	Invent	Organize	Produce	Specify
Collaborate	Construct	Detect	Generate	Manage	Plan	Propose	Substitute
Collect	Create	Develop	Generalize	Modify	Prepare	Relate	Unite
Level VI: Evaluation							
Appraise	Compare	Decide	Estimate	Justify	Rate	Select	
Argue	Conclude	Defend	Evaluate	Measure	Recommend	Support	
Assess	Contrast	Determine	Grade	Predict	Revise	Test	
Choose	Critique	Develop	Judge	Rank	Score	Verify	
Notes: • All levels of learning are important. The lower levels support the higher levels; the higher levels cannot function effectively without the lower levels. • Higher levels are more complex, not necessarily more difficult. Difficulty depends on prerequisite knowledge and skills.							

Source: Teri Moore, Associate Vice President for Learning, New River Community College, Dublin, Virginia, April 2009.

APPENDIX II

Instructions for AQC Proposals

How to build a Course Modification Proposal

After you login, select “New Proposal” from under the “My Tasks” tab or “My Proposals” tab.

The screenshot shows the 'My Proposals' tab selected. A red arrow points to the '+ New Proposal' button. The main content area shows 'No Proposals Found' and an 'Approve Selected' button. On the right, there are sections for 'My Recent Notifications' and 'My Upcoming Events'.

Next, select the proposal titled 20XX-20XX Course Modification Proposal

*Before clicking, let the mouse hover on the item you wish to select. The two icons below will appear. Select the “check mark” icon for “Start Proposal.”

The screenshot shows a proposal card titled 'Course Modification'. The card shows 'Steps: 8 mandatory 8 total'. On the right side, there are two icons: a document icon and a checkmark icon. A red arrow points to the checkmark icon.

You are now in the form where you will build the proposal. First, **click the “Show Help Text” icon** indicated below.

EDF - 1005 - Introduction to the Teaching Profession
Course Modification

Proposal Toolbox
Status: **unlaunched**

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
3. IMPORTANT: click the IMPORT ARROW on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
4. DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED. Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
5. After the proposal is launched, make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move on to the next step.

Department* **Literature**
Lower-Division Education Prerequisites
+ Add Item

Course Prefix* **EDF** Course Number* **1005**
+ Add Item

Course Title* **Introduction to the Teaching Profession**

Program Number (for Workforce Courses)

Approval Steps


Step	Participants	Status	Step Details
Originator	Sarah Plazak	Incomplete	Required for Approval: 100% required Work: edit, comment
District Dean	Sarah Plazak, Patricia Jones	Incomplete	Required for Approval: 100% required Work: edit, comment
Program Director/Department Coordinator	Patty Linder, Rebecca Heintz, Orathai Northern	Incomplete	Required for Approval: 100% required Work: edit, comment
Editorial Review	Colleen Caldecutt	Incomplete	Required for Approval: 100% required Work: edit, comment
Post Proof Review	Sarah Plazak	Incomplete	Required for Approval: 100% required

The help text will resemble the example below, and will be near the top left side of the screen.

New Proposal 8/20/2014 1:54 pm
Course Modification

What can I do next?

Fill out the Proposal

- Edit fields by clicking on the text
- Upload a file by clicking the 

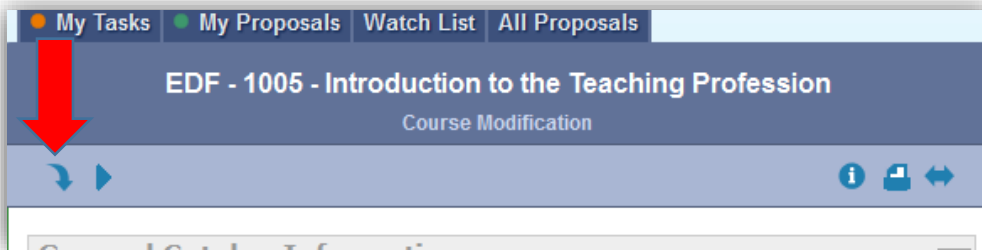
Fill out "Department," "Course Prefix," and "Course Number."

Department* **Literature**
 + Add Item

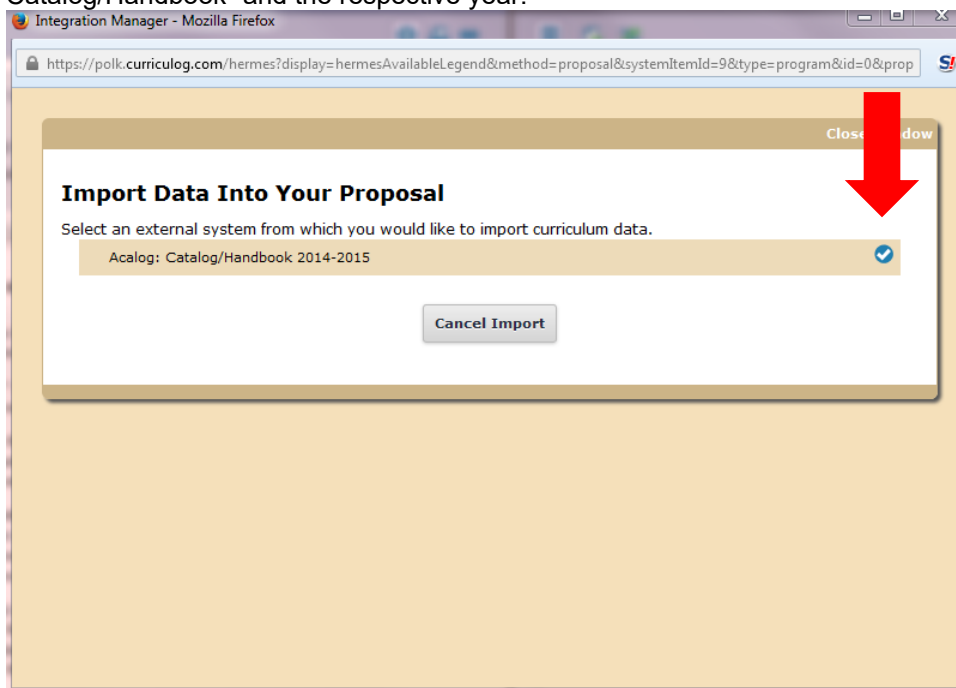
Course Prefix* **LIT**
 + Add Item

Course Number*

You will now need to import the *existing* catalog information by selecting the blue arrow indicated below.



A pop-up window will appear. Select the “check mark” for “Select this external source” next to “Acalog: Catalog/Handbook” and the respective year.



Uncheck the “Exclude previously imported items” box and click “Search Available Curriculum.”

Integration Manager - Mozilla Firefox

https://polk.curriculum.com/hermes?display=hermesSearch&method=proposal&systemItemId=9&type=program&id=29&mapId=2&pr...

Close Window

Search Catalog/Handbook 2014-2015

Using the faceted search below, locate the course or program you would like to import into this proposal.

Filter Programs

Search all programs

Or add filter

Start Date: End Date: Sort Results By:

Exclude previously imported items

When the search results appear, select the appropriate course by clicking on it.
From the next screen, select “Import this Item.”

Import Data Into Your Proposal

Confirm the fields that will be imported into your proposal (only fields that are mapped will be listed here). If you would like to prevent the imported data from overwriting an existing field in your proposal, click “Import Field” to uncheck that field.

Once you click Import, your data will be validated against the proposal. Any data that is incorrect will have a message telling you what is wrong with the data, and it will not be imported into the form to prevent errors.

Field Name	Data Preview	Import Field
» Course Prefix	LIT	<input checked="" type="checkbox"/>
» Course Number	1000	<input checked="" type="checkbox"/>
» Course Title	Introduction to Literature	<input checked="" type="checkbox"/>
» Course Description	This course is an introduction to literature. Students read short stories, novels, poems, and plays by noted writers from America and other world cultures. Through lectures, class discussions, and fil...	<input checked="" type="checkbox"/>
» Prerequisite(s)	ENC 1102	<input checked="" type="checkbox"/>
» Corequisite(s)	[no data]	<input type="checkbox"/>



This will return you to the proposal form. Because of the import, the Course Description, Prerequisite, and Course Title fields will be populated. Fill in all required fields and fields for items you wish to modify with

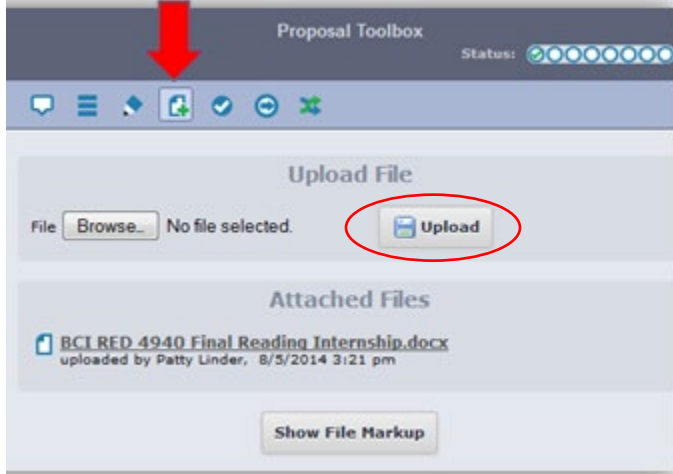
CURRENT course information. For example, if you wish to change load points from 12 to 16, you would

<p>Department* Literature + Add Item</p> <p>Course Prefix* LIT Course Number* <input type="text" value="1000"/> + Add Item</p> <p>Course Title* <input type="text" value="Introduction to Literature"/></p> <p>Program Number (for Workforce Courses) <input type="text"/></p> <p>Choose a program <input type="radio"/> Associate in Arts <input type="radio"/> All other programs</p> <p>If you chose "All other programs," indicate the program(s) from the list</p> <p><input type="checkbox"/> AS Degree <input type="checkbox"/> BAS Degree <input type="checkbox"/> BS Degree <input type="checkbox"/> Certificate <input type="checkbox"/> Advanced Technical Certificate</p> <p>Proposed Action <input type="checkbox"/> End Term</p> <p>Term for course to be end termed (usually summer of last academic year course will be offered.)</p> <p>Term None Selected + Add Item</p> <p>If you selected End Term, please fill in the Course Description, and then jump forward to Justification and Impact.</p> <p>For any of the following items, attach an updated BCI with changed areas noted.</p> <p>Effective Date for Changes None Selected + Add Item</p> <p>Proposed Action</p> <ul style="list-style-type: none"><input type="checkbox"/> Title Change<input type="checkbox"/> Course Description Change<input type="checkbox"/> Substantive Content Change<input type="checkbox"/> Contact Hour or Contact Hour Distribution Change<input type="checkbox"/> Credit Hour Change<input type="checkbox"/> Prerequisite Change<input type="checkbox"/> Corequisite Change<input type="checkbox"/> Other	<p>Editorial Review</p> <p>Participants Colleen Caldecutt</p> <hr/> <p>Post Proof Review</p> <p>Participants Sarah Plazak</p> <hr/> <p>District Dean</p> <p>Participants Patricia Jones Sarah Plazak</p> <hr/> <p>Academic Quality Council</p> <p>Participants</p> <ul style="list-style-type: none">▲ Academic Quality CouncilSarah Plazak *Patricia Jones * <hr/> <p>Final Validation</p> <p>Participants</p> <ul style="list-style-type: none">Donald PainterDoris CowanPatricia JonesApril Robinson
--	--

enter 12 in the load points field. After you launch the proposal, you will modify this field to 16.

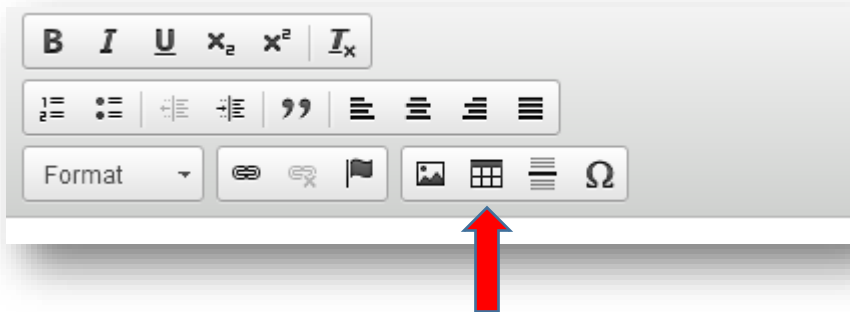
If your proposed modification involves any of the areas indicated above, please attach a BCI.

To attach a document (BCI, Impact Report, etc.), select the icon indicated below:



To find the document you wish to attach, click on the “Browse” button. This will make a pop-up window appear. Locate and click on the item you wish to attach. The pop-up window will close automatically. Click the “Upload” button circled above. Your file will then appear under the “Attached Files” heading shown above.

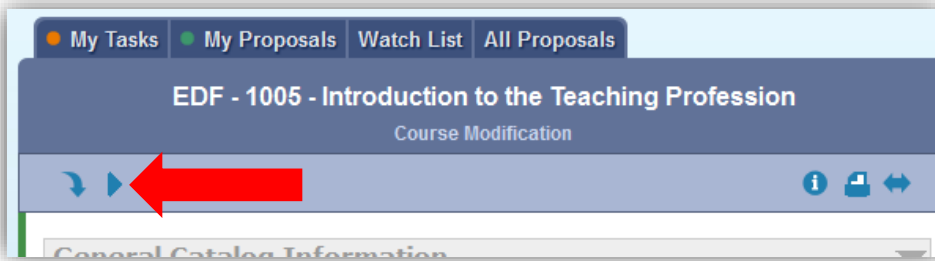
Some text boxes will provide you with the following menu:



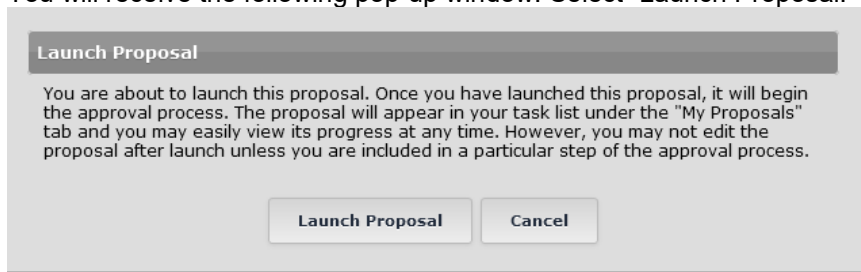
If you would like to add a table, use this button.

If you wish to stop working and come back to the proposal later, you can do so at any time, and your work will be saved, both before and after the proposal has been launched. You would only need to login and select the “My Proposals” tab to retrieve it. However, once you **approved** the proposal (see steps below), you will no longer have access to make changes because the proposal will have moved to the next step in the approval sequence. Contact Sarah Plazak if you need to change something after you have approved the proposal.

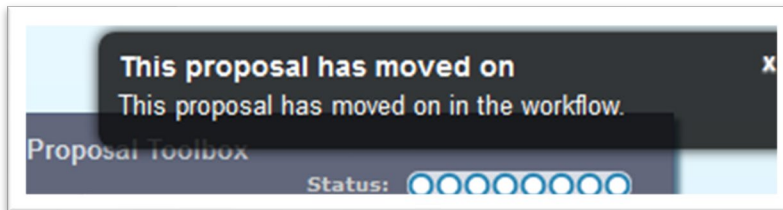
You are now ready to “launch” your proposal. (Please note: “launching” and “approving” are separate steps.) Return to the top of the page, and select the blue “Launch proposal” arrow.



You will receive the following pop-up window. Select “Launch Proposal.”

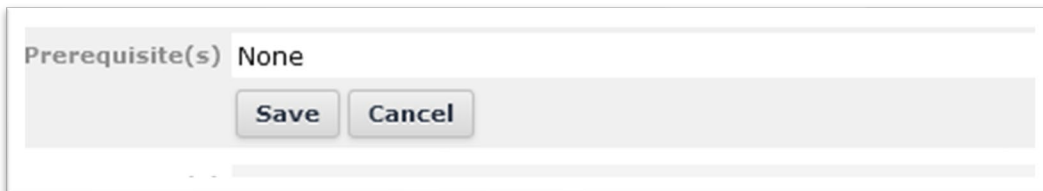


Once launched, this notification will appear in the top right corner of the screen:

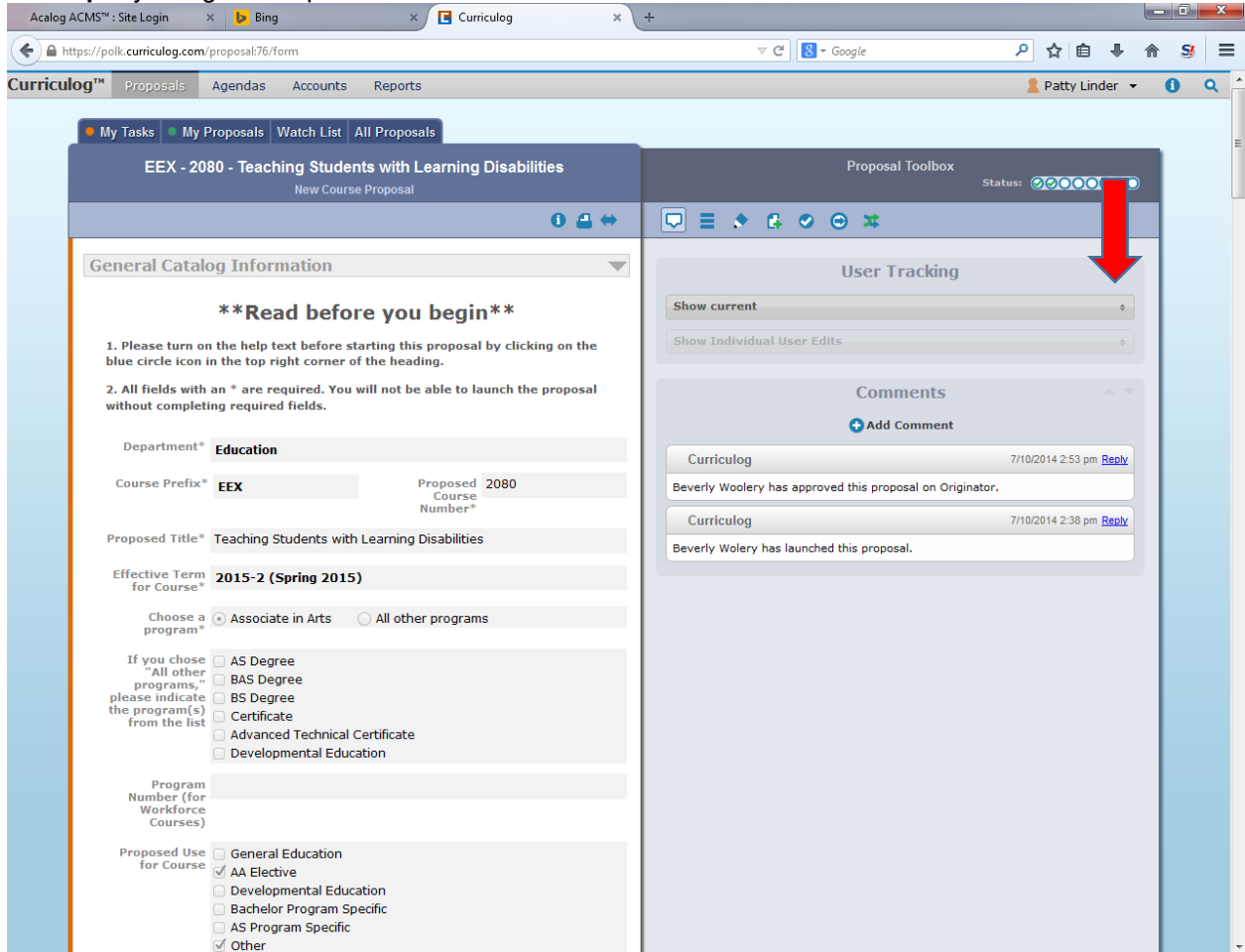


****Despite that message, you are not done with the proposal. You now need to enter the modifications that you are proposing.**

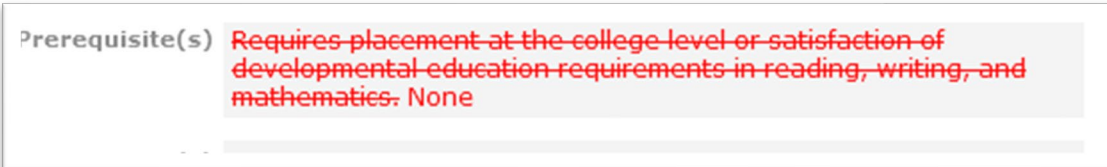
For example, if you were proposing a modification to a prerequisite, you would select the “Prerequisite” field, making a text box and two buttons appear. You would space out the existing text, enter the modified text, and press “save.” *You must save each individual modification.*



Next, you would need to **change “User Tracking” from “Show Current” to “Show current with markup”** by using the drop-down box arrows.

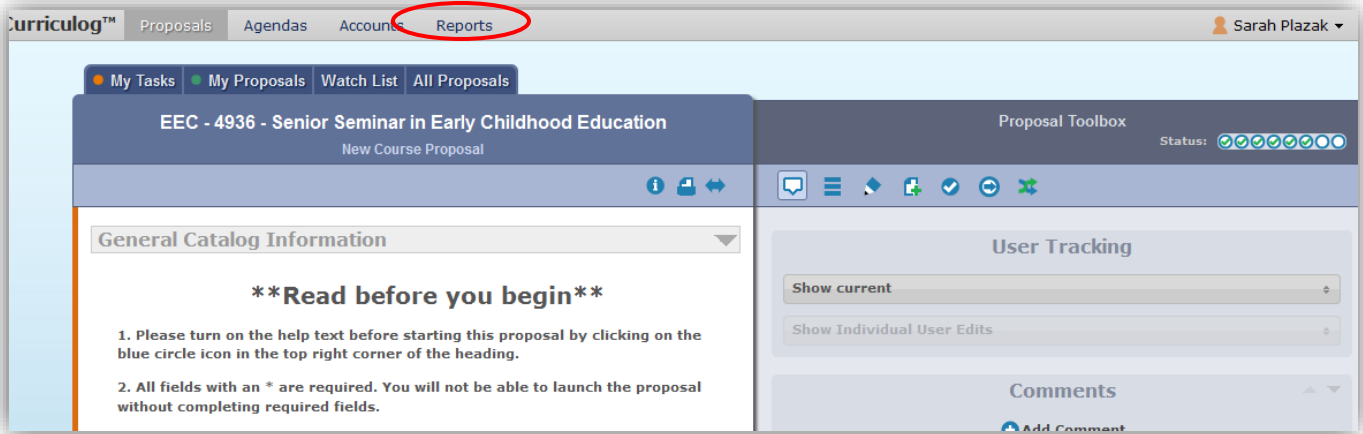


The modification that you had made would now resemble this:

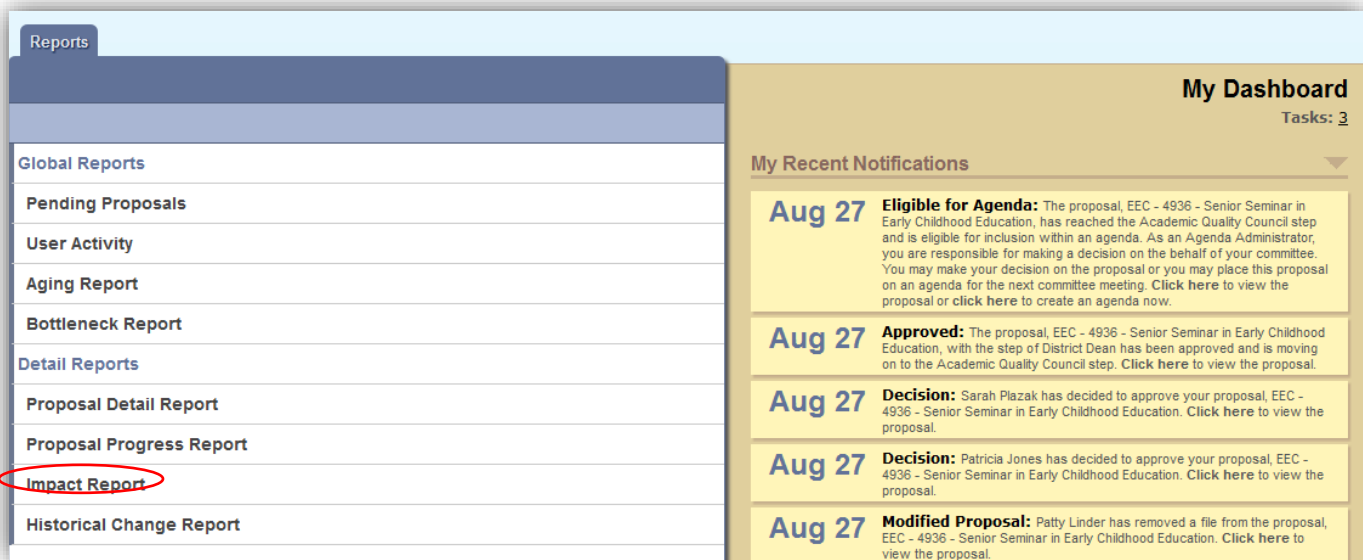


Follow the same steps for any other component of the course you wish to modify. Once that is fine, you are ready to complete the next step, running an Impact Report.

To run an Impact Report, go to the top of the screen and select the “Reports” tab circled below (you will navigate away from the proposal upon which you are working, but it will be saved. You will be able to return to it momentarily).



From the next screen, select “Impact Report” (circled below).




The following drop-down menu will appear:

Impact Report

Refine Report:

Prefix*

Code*

External System* **+ Add External System** 

Enter the prefix and code of the course for which you are building the proposal. Click “Add External

Close Window

Search External Systems For Impacts

In order to run an impact report, you will need to select one or more external systems to search. When you have finished, click "Add External Systems to Impact Report" to return to the Impact Report.

Current Maps:

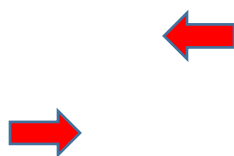
Acalog

Catalog/Handbook 2014-2015

System.”
The following pop-up window will appear:

Click on “Catalog/Handbook 2014-2015” and “Add External Systems to Impact Report” (see arrows above).

This will close the pop-up window. Notice below that the External System now reflects the Catalog/Handbook. Click “Generate Report.”



Impact Report


Refine Report:

Prefix*

Code*

External System* **Catalog/Handbook 2014-2015**

[+ Modify External Systems](#)

Generate Report 

Your report will appear in a pop-up window, and will resemble the following:

Export Report as CSV

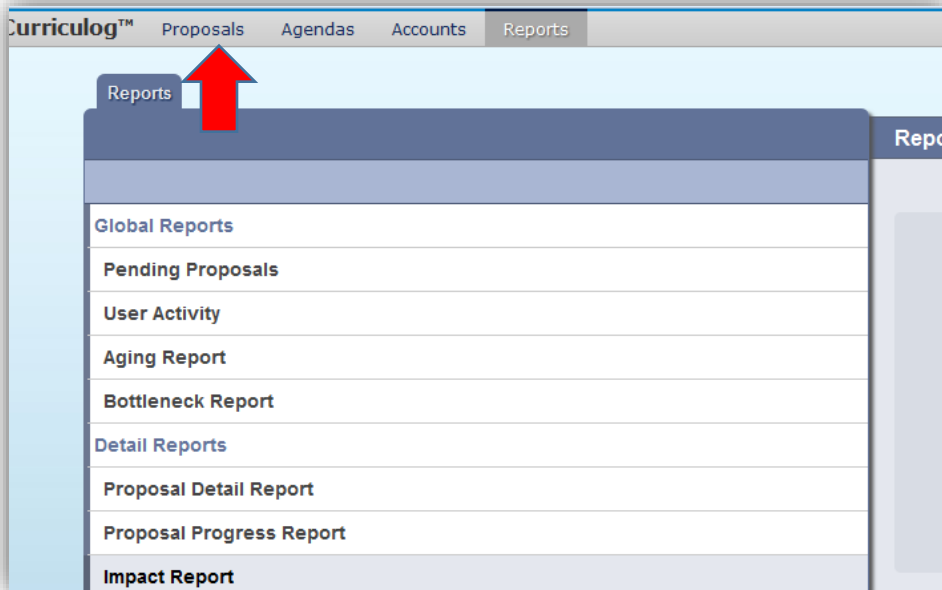
Impact Report for ENC 1101

Prerequisite(s): ENC 1102 - College Composition II
ENC 2210 - Introduction to Technical and Professional Writing
ENL 2330 - Introduction to Shakespeare
ENT 2942 - Entrepreneurship Practicum
GEB 3213 - Advanced Communications in Business
HSA 2942 - Healthcare Administration Practicum
LIT 2930 - Special Topics in Literature
MAN 1942 - Supply Chain Management Internship
MAN 2940 - Management Practicum for the Business Administration (M
MAN 2941 - Management Practicum
MAN 2942 - Management Practicum
MAR 2941 - Marketing Practicum
MAR 2942 - Marketing Practicum
NUR 3825 - Professional Role Transformation
RET 1024C - Introduction to Respiratory Care
RET 1026C - Fundamentals of Respiratory Care I
RET 1485 - Cardiopulmonary Anatomy and Physiology
RMI 2941 - Insurance Practicum
RMI 2942 - Insurance Practicum

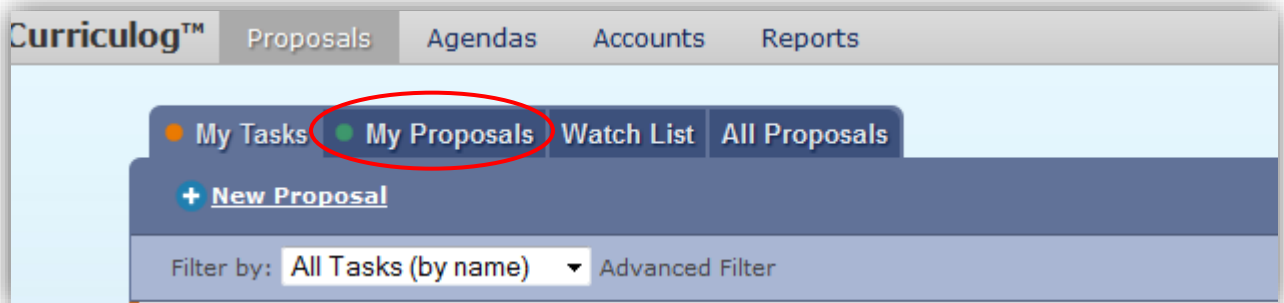
Programs
Accounting Technology, AS
Aerospace Sciences (Aerospace Administration), BS
Aerospace Sciences (Professional Pilot), BS
Business Administration (Healthcare Administration), AS
Business Administration (Entrepreneurship)
Business Administration (Insurance), AS
Business Administration (Management), AS
Business Administration (Marketing), AS

Click the “Export Report as CSV” button indicated above to export the information into an Excel file that you can save and upload as an attachment to your proposal.

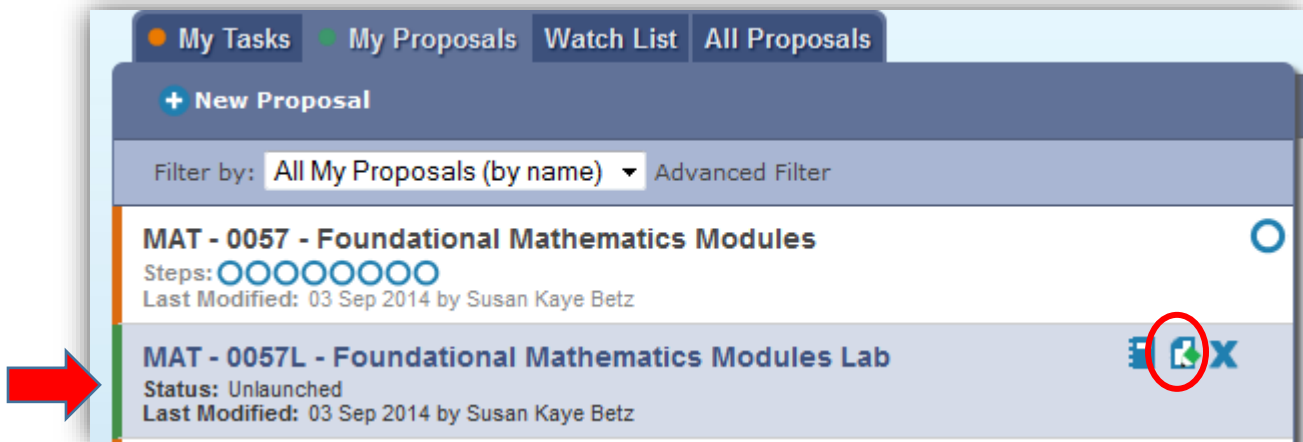
To return to your proposal, close the report’s pop-up window by click the “X” in the upper right corner. From this screen, select “Proposals” from the menu at the top pf the page (see arrow below)



You will be taken to the “My Tasks” tab of your proposals. Select the “My Proposals” tab.



Hover your mouse over the proposal that you wish to continue working on (it should be marked with green, as indicated with the arrow below). Click the “Edit Proposal” icon circled below.



Repeat the steps for attaching documents (discussed earlier) to attach the Impact Report to the proposal. Follow the next steps to complete your current step of the proposal process by making your decision.

From the right-hand column, select the “Decisions” icon indicated below:

The screenshot displays the 'Proposal Toolbox' interface. At the top, there is a header with the title 'Proposal Toolbox' and a 'Status:' indicator showing a progress bar with 10 circles, the first two of which are green. Below the header is a toolbar with several icons: a speech bubble, a list icon, a pencil, a plus sign, a checkmark (highlighted with a red arrow), a refresh icon, and a close icon. The main content area is divided into two sections. The first section, titled 'Your Decision', asks 'What would you like to do with this proposal?' and provides six radio button options: 'Approve', 'Reject', 'Hold', 'Suspend', 'Cancel', and 'Custom Route'. Below these options is a text area for comments with the prompt 'Please comment on your decision below.' and a 'Make My Decision' button. The second section, titled 'Current Step Activity', shows a card for 'Program Director/Department Coordinator' with a status of 'Working'. It includes a 'Step Summary' stating 'This step requires 100% approval from all participants to move forward.' and a table of activity:

Participants	Totals
<input checked="" type="radio"/> Patty Linder	Users Approved: 0 Users Rejected: 0

Please select either the “Accept” or “Reject” radio button. You have the option of leaving a comment detailing the reason for your decision, but that is purely an optional field. Lastly, click “Make My Decision.” This will move the proposal on to the next step, so it will no longer appear under your “My Tasks” tab. If you need to view the proposal after this point, select the “All Proposals” tab.

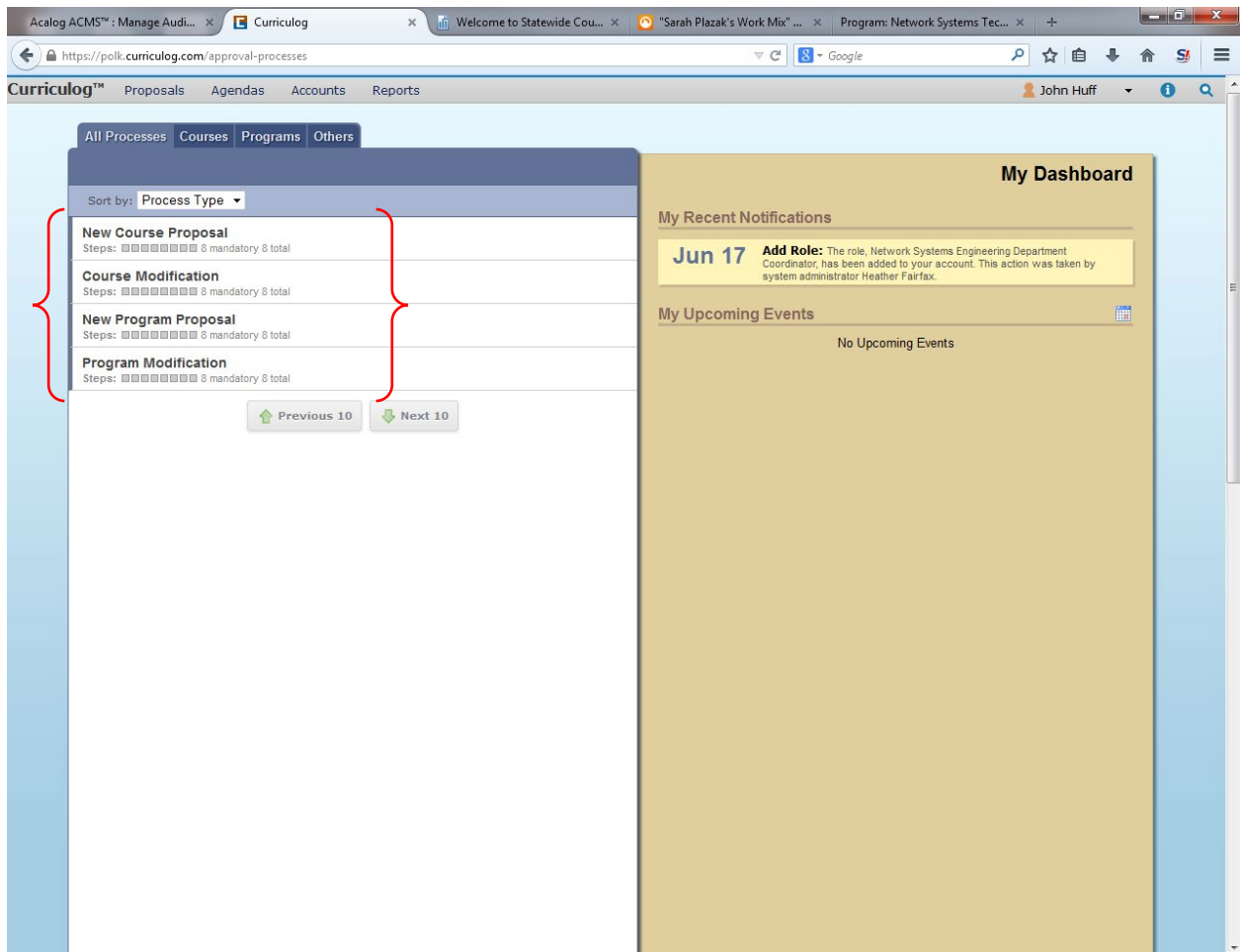
How to build a Program Modification

****IMPORTANT:** You will need to build and “launch” the proposal before entering the modifications that you wish to make. Please read all instructions thoroughly.

After you login, select “New Proposal” from under the “My Tasks” tab or “My Proposals” tab.

The screenshot displays the Curriculog web application interface. The browser address bar shows the URL <https://polk.curriculog.com/proposals&filter=mine>. The application header includes the Curriculog logo and navigation tabs: Proposals, Agendas, Accounts, and Reports. The user profile for John Huff is visible in the top right corner. The main content area is divided into two sections. On the left, the 'My Proposals' tab is active, showing a list of proposals. A red arrow points to the '+ New Proposal' button at the top of this list. The list contains three entries: 'Network Systems Technology (Network Infrastructure Administration), AS', 'Network Systems Technology (Network Infrastructure Design), AS', and 'New Proposal 7/14/2014 2:23 pm'. Each entry shows a status of 'Unlaunched' and a last modified date of '14 Jul 2014 by John Huff'. At the bottom of the list are 'Previous 10' and 'Next 10' navigation buttons. On the right, the 'My Dashboard' section is visible, featuring 'My Recent Notifications' (with a notification for Jun 17 regarding an added role) and 'My Upcoming Events' (showing 'No Upcoming Events').

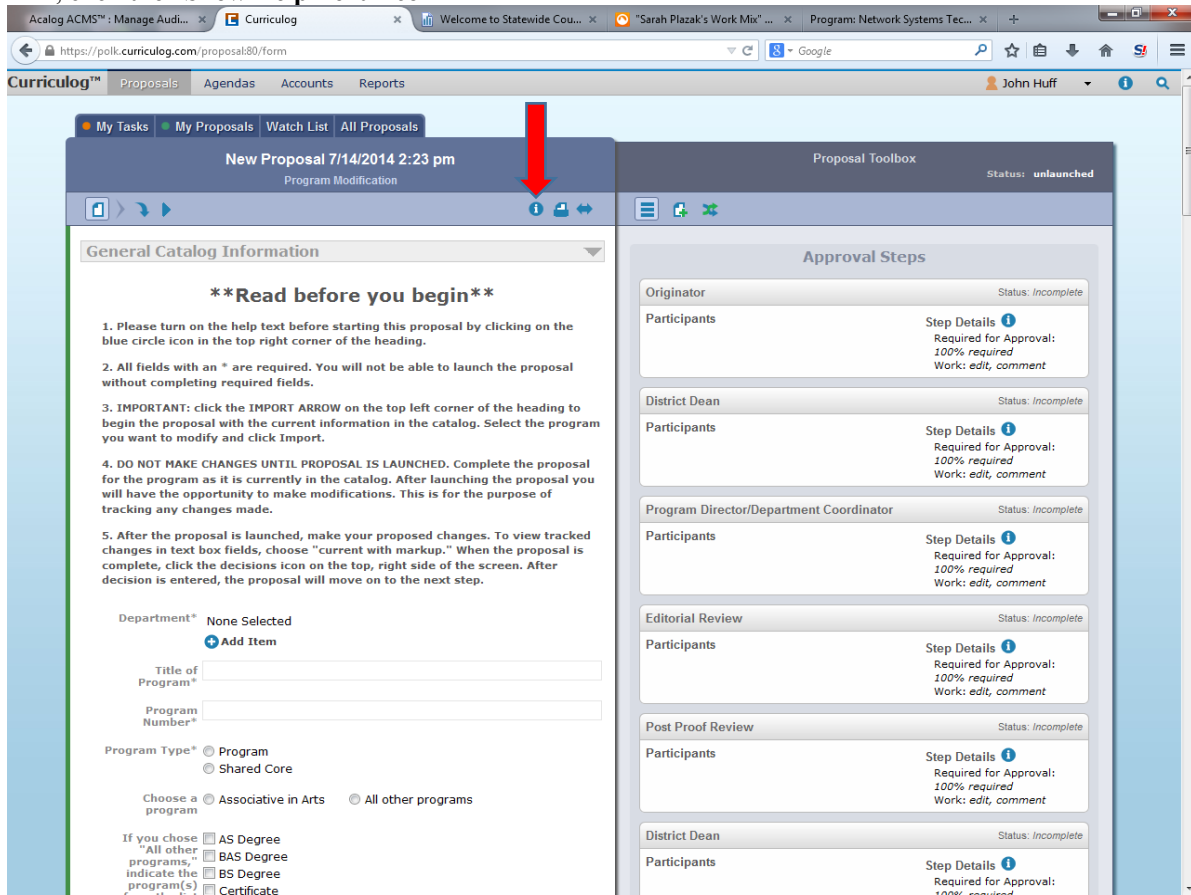
Next, select the type of proposal that you would like to build and submit:



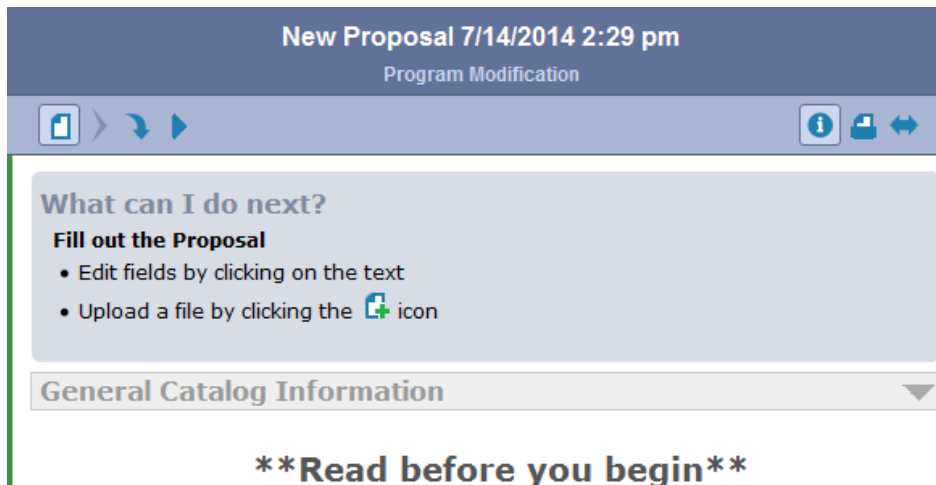
*Before clicking, let the mouse hover on the item you wish to select. The two icons below will appear. Select the “check mark” icon for “Start Proposal.”



You are now in the form where you will build the proposal.
 First, click the “Show Help Text” icon indicated below.



The help text will resemble the example below, and will be near the top left side of the screen.



Fill out “Department,” “Title of Program,” “Program Type,” “Choose a Program,” and indicate program, if applicable.

Department* None Selected
[+ Add Item](#)

Title of Program*

Program Number*

Help: Please choose Program unless you know for certain you are editing a Shared Core.

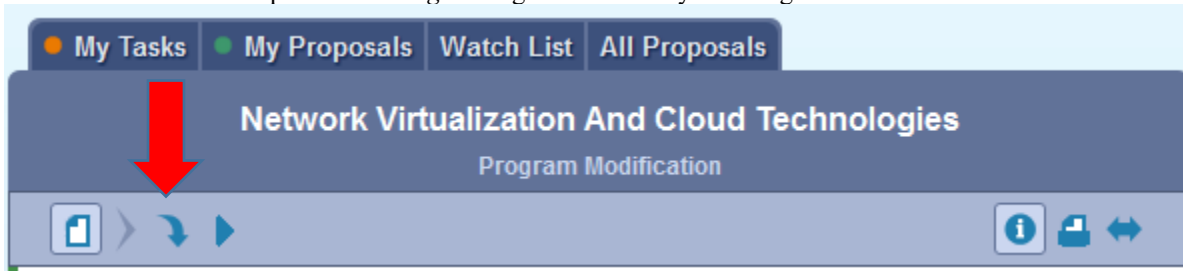
Program Type* Program
 Shared Core

Choose a program Associative in Arts All other programs

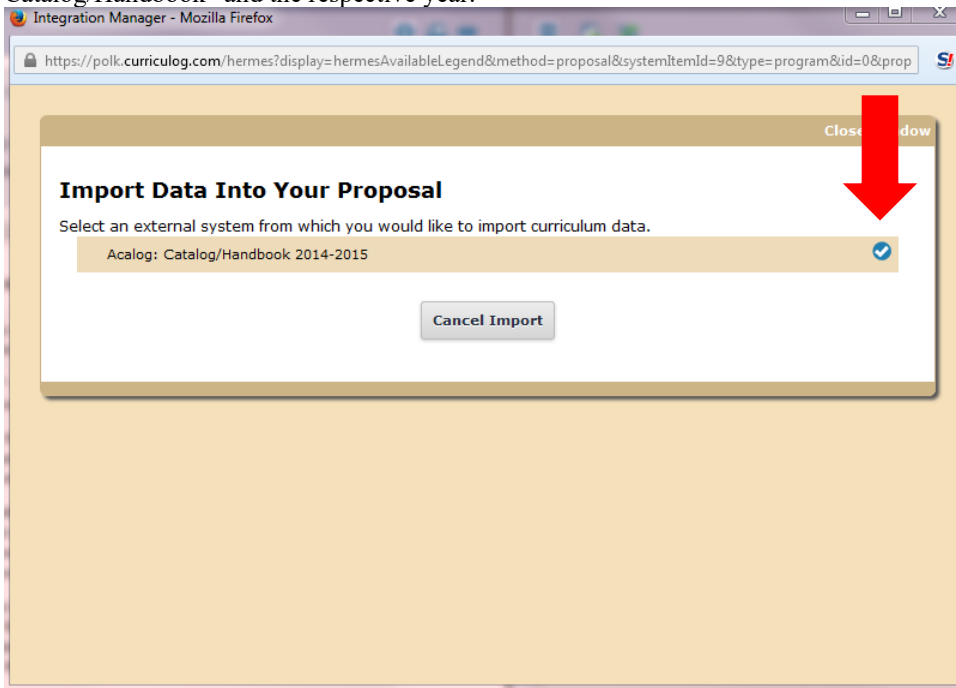
If you chose "All other programs," indicate the program(s) from the list

- AS Degree
- BAS Degree
- BS Degree
- Certificate
- Advanced Technical Certificate

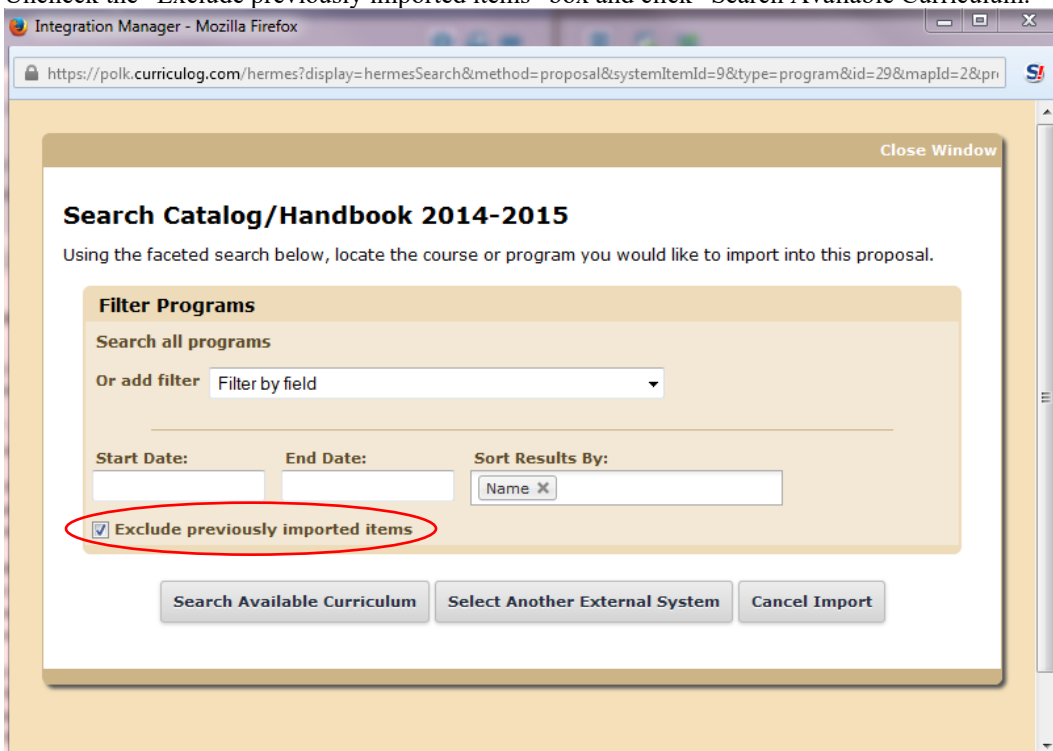
You will now need to import the *existing* catalog information by selecting the blue arrow indicated below.



A pop-up window will appear. Select the “check mark” for “Select this external source” next to “Acalog: Catalog/Handbook” and the respective year.



Uncheck the “Exclude previously imported items” box and click “Search Available Curriculum.”



From the next screen, select “Import this Item.”

Integration Manager - Mozilla Firefox

https://polk.curriculog.com/hermes?display=hermesAvailableLegend&method=proposal&systemItemId=9&type=program&id=29&ma

Close Window

Import Data Into Your Proposal

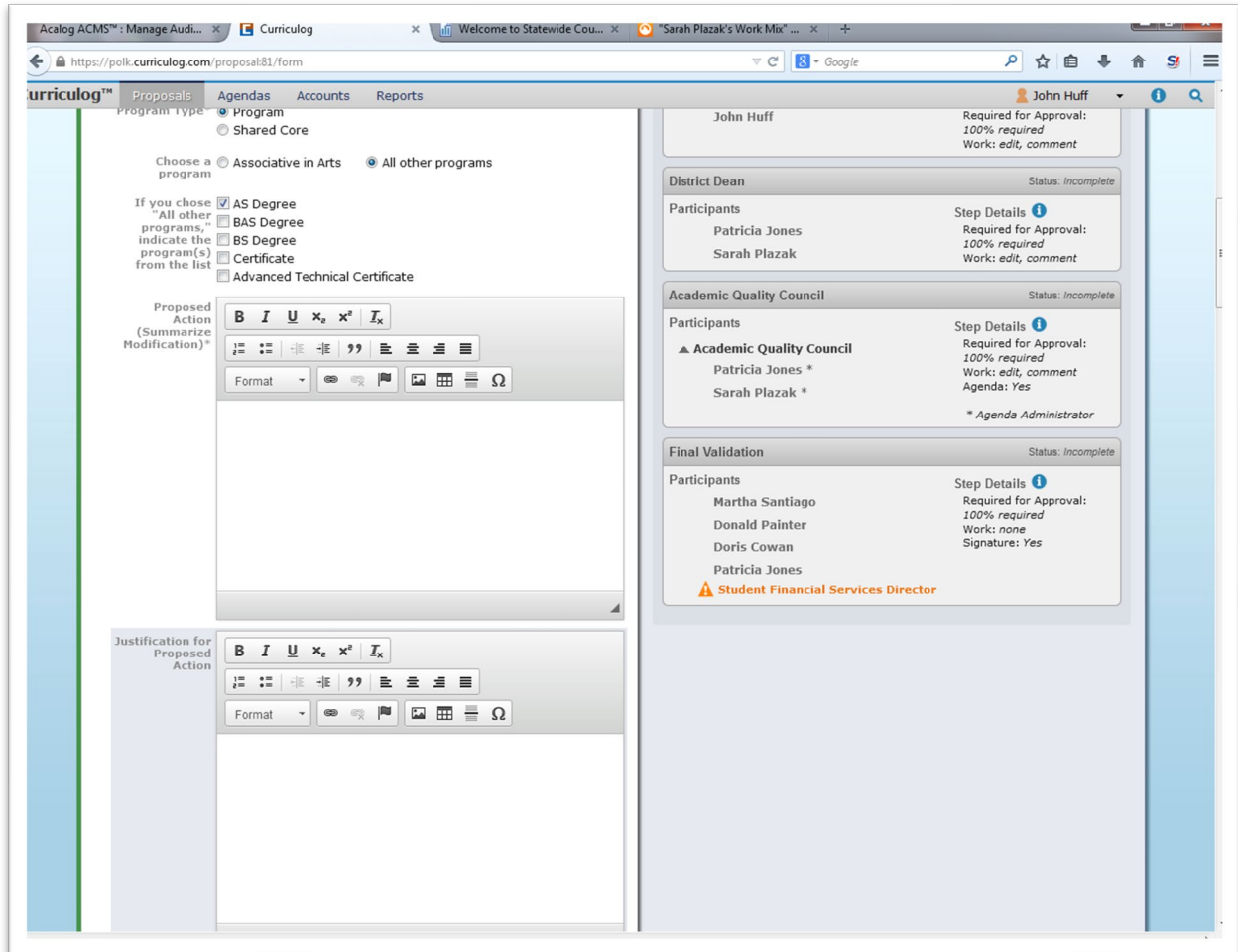
Confirm the fields that will be imported into your proposal (only fields that are mapped will be listed here). If you would like to prevent the imported data from overwriting an existing field in your proposal, click "Import Field" to uncheck that field.

Once you click Import, your data will be validated against the proposal. Any data that is incorrect will have a message telling you what is wrong with the data, and it will not be imported into the form to prevent errors.

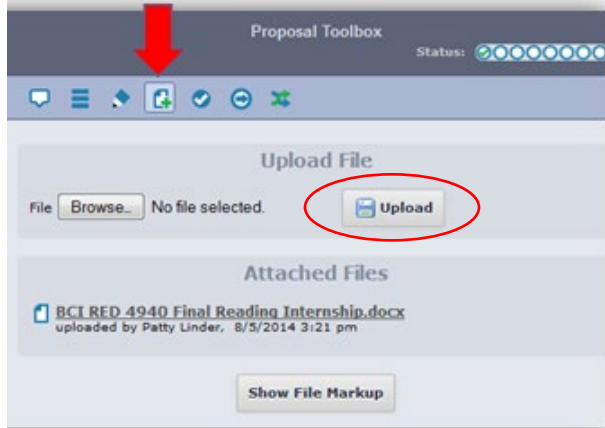
Field Name	Data Preview	Import Field
» Title of Program	Network Systems Technology (Network Virtualization And Cloud Technologies), AS	<input checked="" type="checkbox"/>
» Prospective Curriculum	Program has 11 cores and 38 courses.	<input checked="" type="checkbox"/>

Import This Item Return to Search Select Another External System Cancel Import

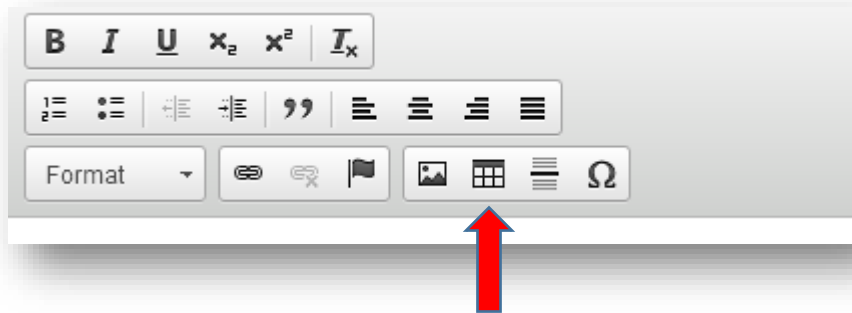
This will return you to the proposal form (you will see the imported material on the next page). Fill in all required and applicable fields appropriately. **For items you wish to modify, fill in those fields with current program information.** For example, if you wish to delete ENC 1101 from the curriculum, you would launch it *with* ENC 1101, and **after** the launch, you would delete the course from the curriculum.



To attach a document to the proposal, select the icon indicated below:



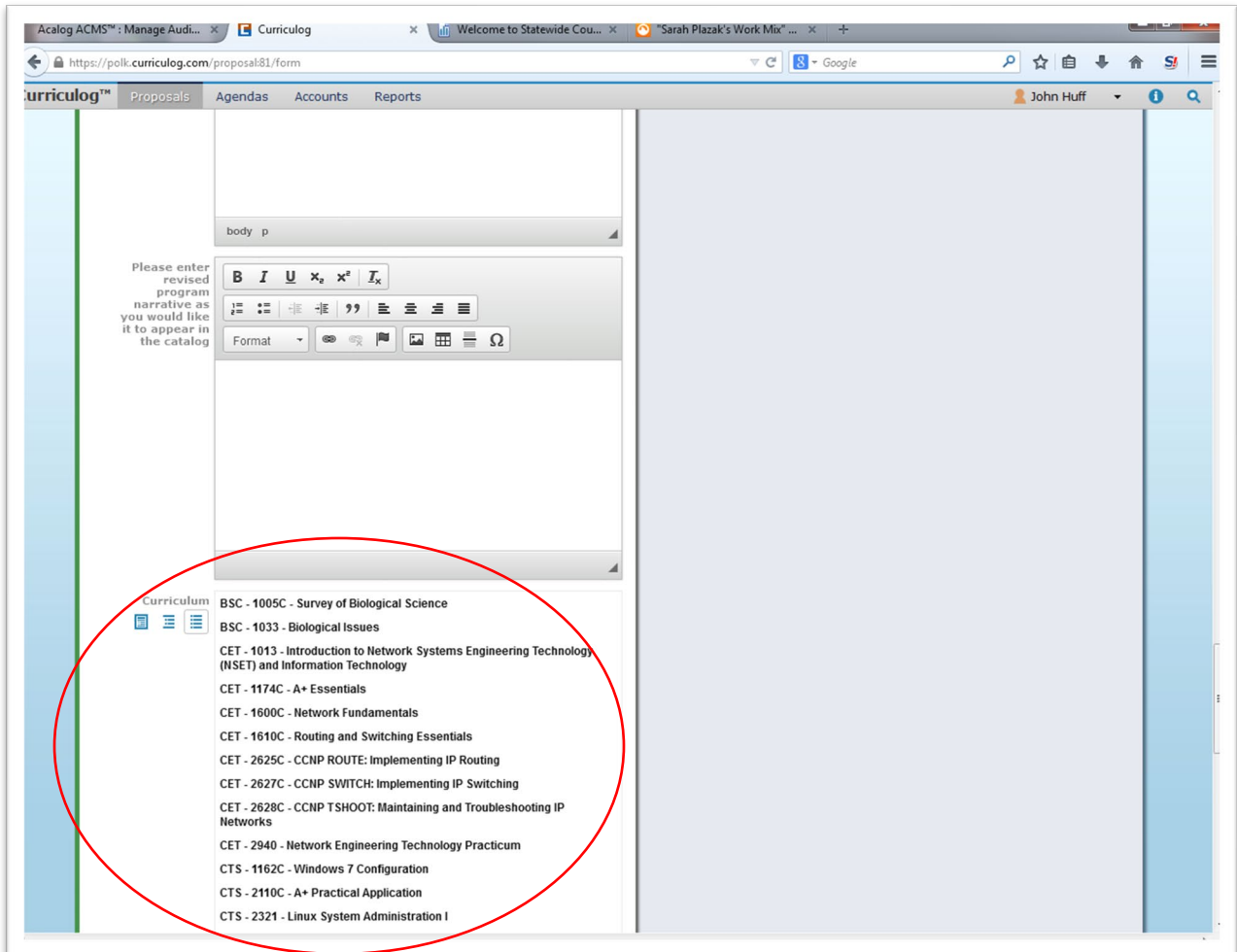
To find the document you wish to attach, click on the “Browse” button. This will make a pop-up window appear. Locate and click on the item you wish to attach. The pop-up window will close automatically. Click the “Upload” button circled above. Your file will then appear under the “Attached Files” heading shown above. Some text boxes will provide you with the following menu:



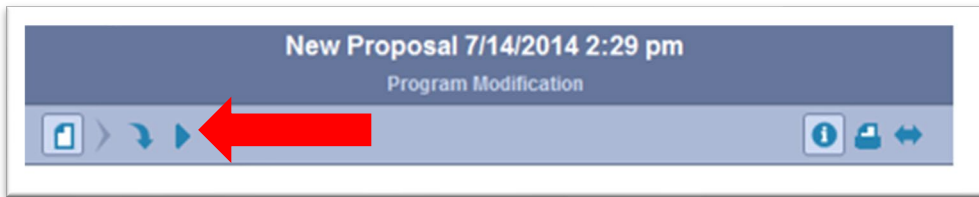
If you would like to add a table, use this button.

If you wish to stop working and come back to the proposal later, you can do so at any time, and your work will be saved, both before and after the proposal has been launched. You would only need to login and select the “My Proposals” tab to retrieve it. However, once you approve the proposal (see steps below), you will no longer have access to make changes because the proposal will have moved to the next step in the approval sequence. Contact Sarah Plazak if you need to change something after you have approved the proposal.

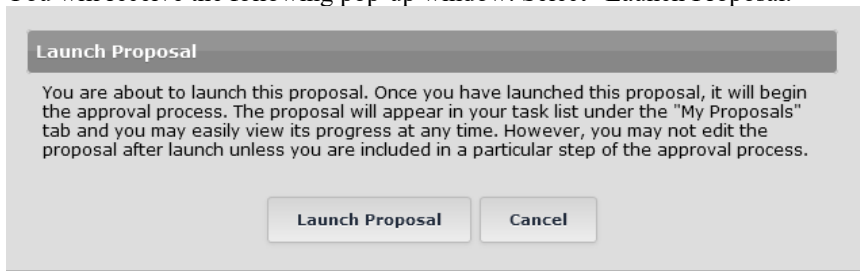
When you reach the “Curriculum” section, you will notice the information from the import.



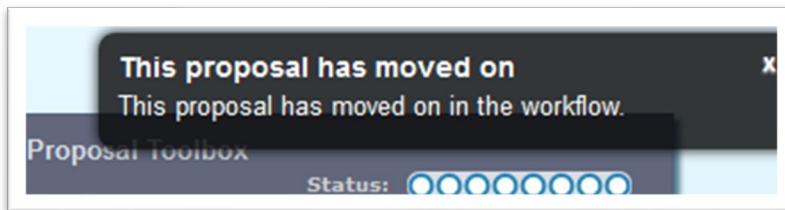
You are now ready to “launch” your proposal. Return to the top of the page, and select the blue “Launch proposal” arrow.



You will receive the following pop-up window. Select “Launch Proposal.”



Once launched, this notification will appear in the top right corner of the screen:

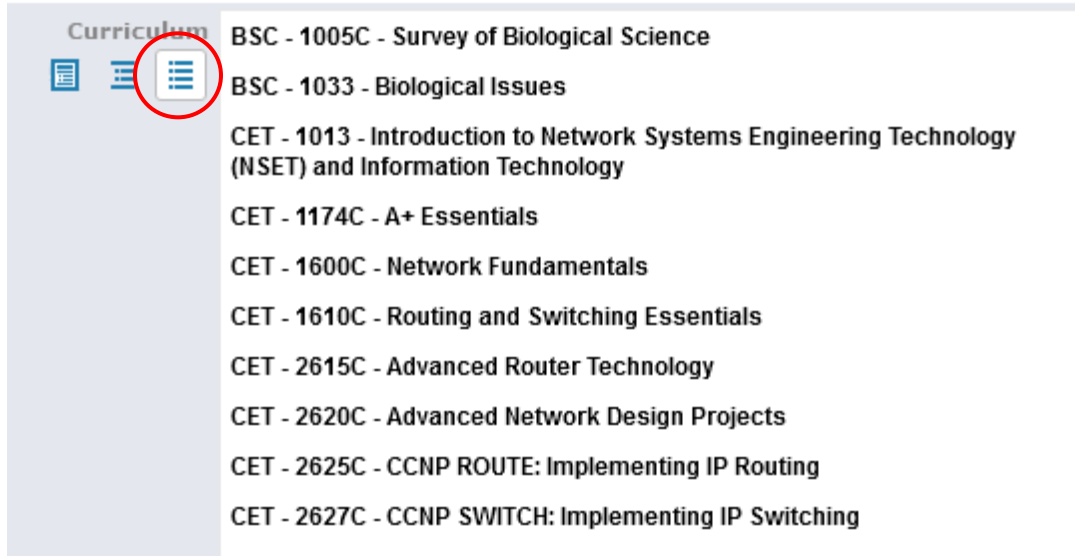


****Despite that message, you are not done with the proposal.** You now need to enter the modifications that you are proposing.

The following are some of the most common modifications with their instructions:

If you need to **add or remove** a courses, go to the “Curriculum section” shown below and continue into Section 1 (for additions) or Section 2 (for deletions).

(If you do *not* need to add or delete courses, skip to Section 3 on page 17.)

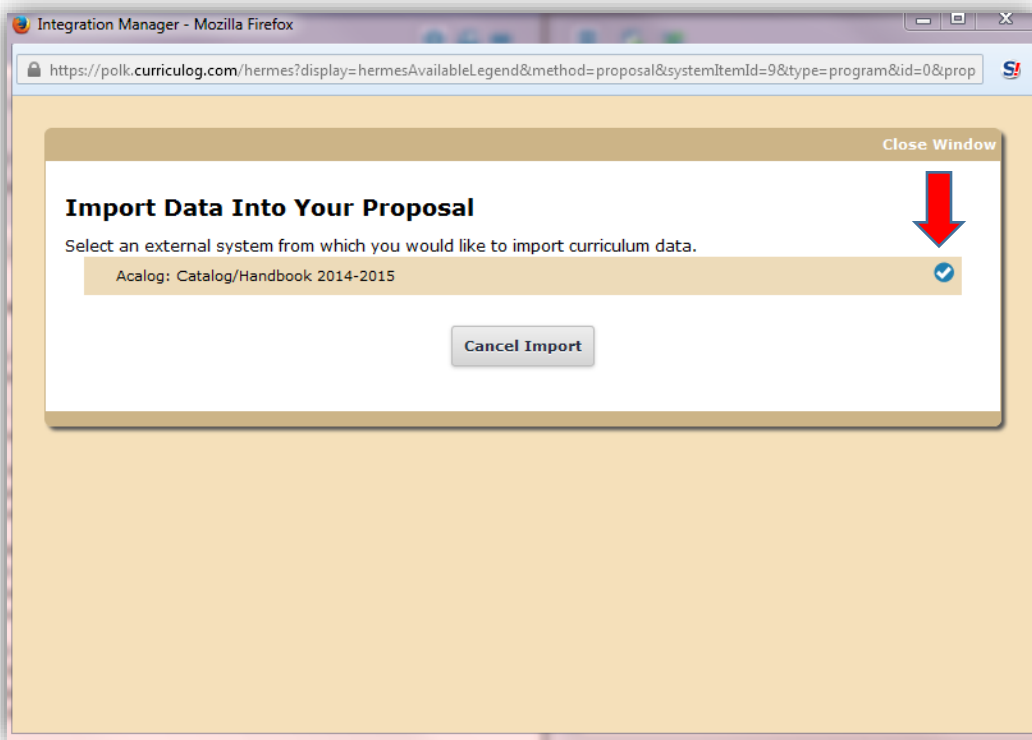


Section 1: Adding a Course

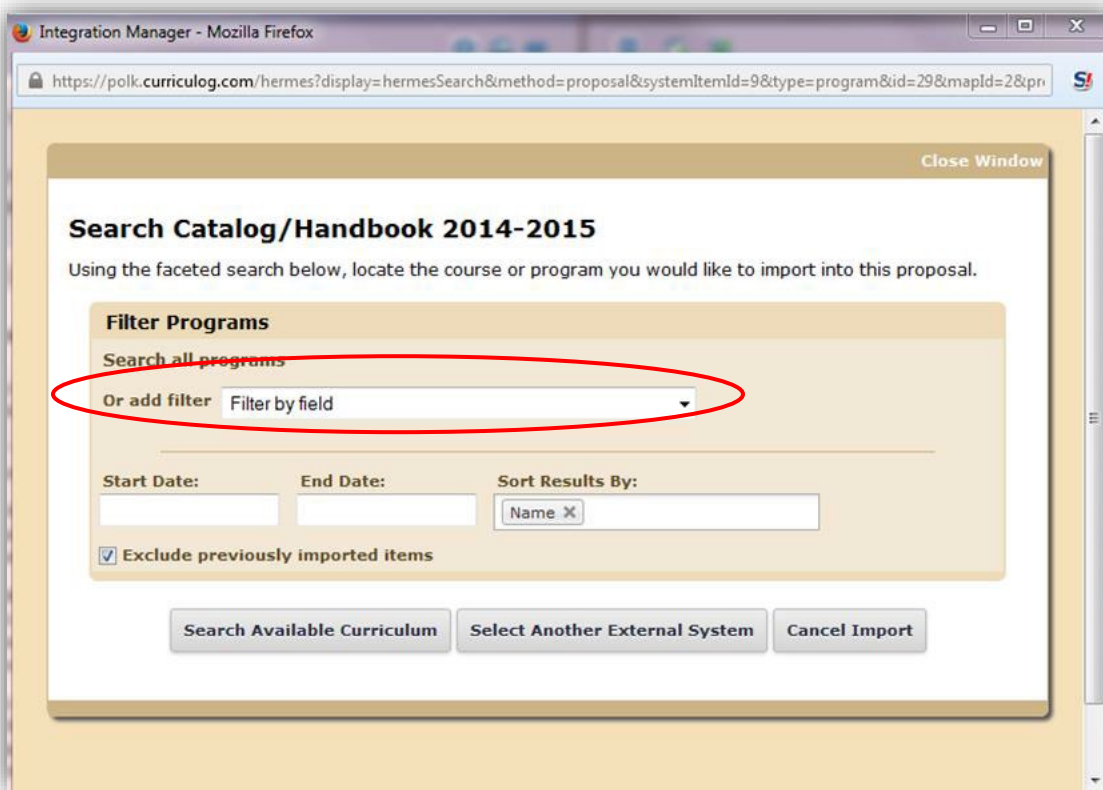
To **add** a course, go to the “View Curriculum Courses” icon circled in red above. At the end of the list of courses, you will see the following:



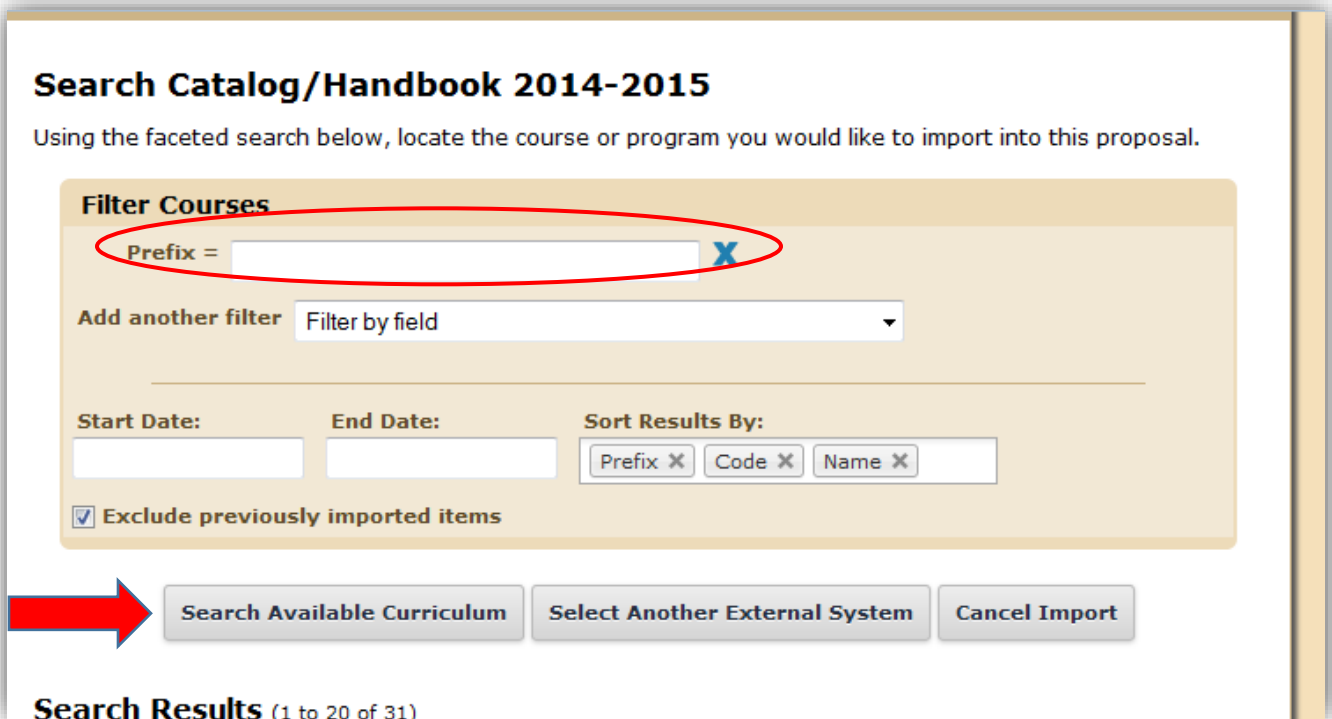
Select “Import Course,” as indicated above. A pop-up window will appear. Select the “check mark” for “Select this external source” next to “Acalog: Catalog/Handbook” and the respective year.



Change the “Filter by field” (circled below) to “Prefix” by using the drop-down arrow.



Enter your course prefix into the “Prefix” field circled below. Press “Search Available Curriculum.”



Under “Search Results,” you will now see all of the courses with the prefix that you entered that are currently offered at the College (see below).

Search Results (20 to 31 of 31)

NUR 3065 Health Assessment
NUR 3125 Nursing Science
NUR 3687 Promoting Health and Wellness
NUR 3825 Professional Role Transformation
NUR 3846 Nursing Theory
NUR 3874 Informatics and Clinical Reasoning
NUR 4108 Professional Nursing Advocacy
NUR 4169 Evidence-Based Practice
NUR 4636 Community Health Nursing
NUR 4827 Nursing Leadership
NUR 4940 Professional Nursing Excellence

[Previous](#) [Next](#)

Select the course or courses that you wish to add by clicking on them, then press “Add Courses to Proposal” (noted below).

Search Results (20 to 31 of 31)

NUR 3065 Health Assessment
NUR 3125 Nursing Science
NUR 3687 Promoting Health and Wellness
NUR 3825 Professional Role Transformation
NUR 3846 Nursing Theory
NUR 3874 Informatics and Clinical Reasoning
NUR 4108 Professional Nursing Advocacy
NUR 4169 Evidence-Based Practice
NUR 4636 Community Health Nursing
NUR 4827 Nursing Leadership
NUR 4940 Professional Nursing Excellence

[Previous](#) [Next](#)

Selected Courses

NUR 3125 Nursing Science
NUR 3846 Nursing Theory

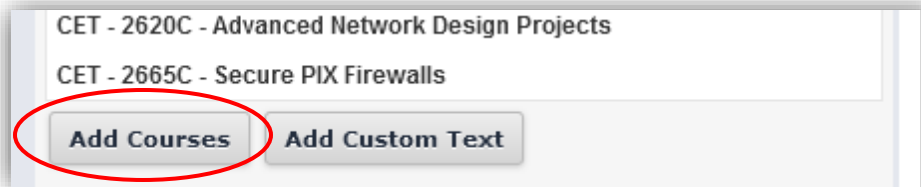
[Add Courses to Proposal](#) [Select Another External System](#) [Cancel Import](#)



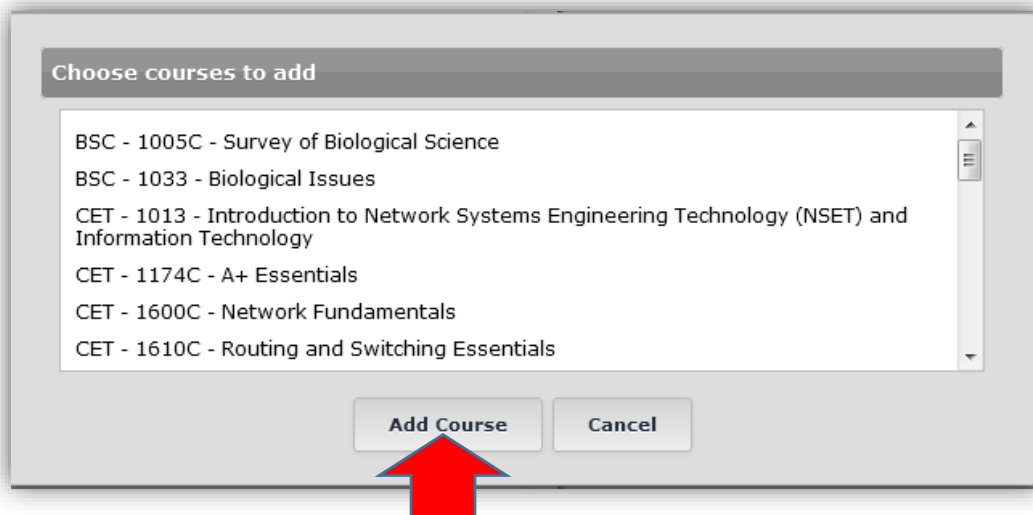
These added courses will now reflect under the “View Curriculum Courses” area of the proposal. To move these additions into their proper section, select the “View Curriculum Schema” icon (circled below).



Click on the area to which you wish to add the two courses. You will then see two buttons (noted below). Select “Add Courses.”

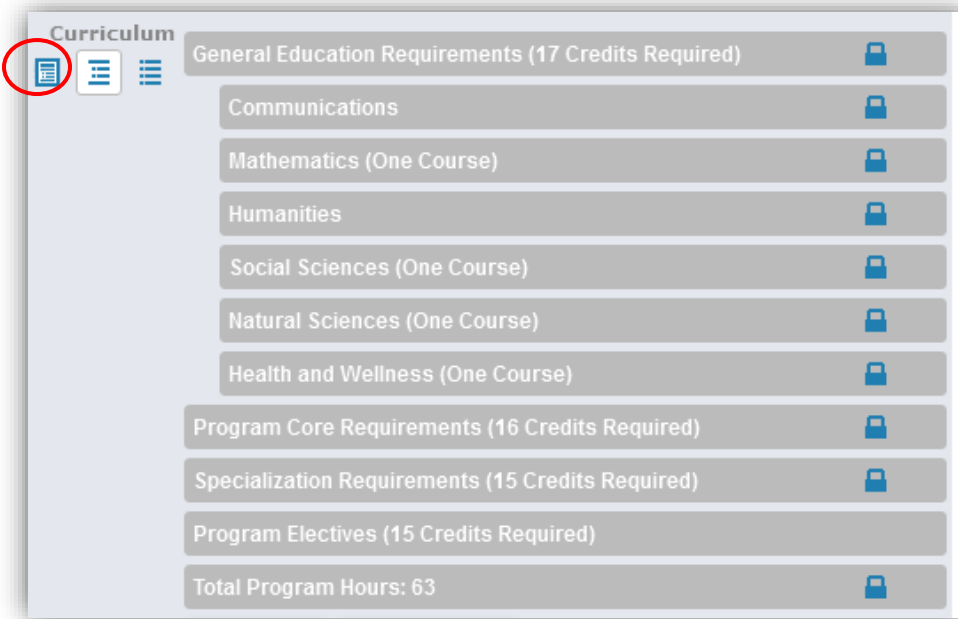


A box similar to the one below will pop-up:

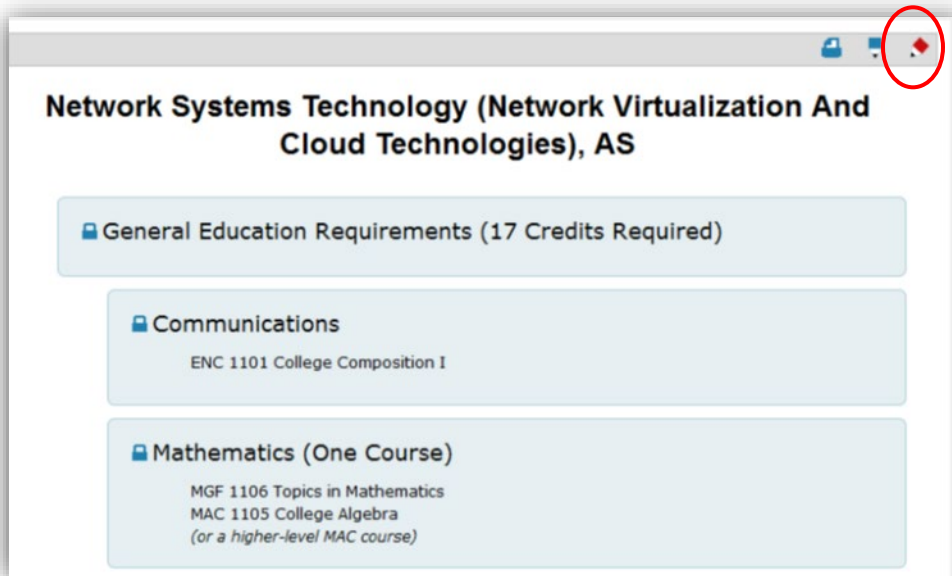


Select the desired course/courses, then press “Add Course” (see above).

****To see all of the additions that you have made, select the “Preview Curriculum” icon that is circled below.**



This will bring up a pop-up box (see below). Select the red pencil icon (circled below). Any additions will appear in green writing.



****If no further modifications need to be made, move on to Section 4 on page 18.**

Section 2: Removing a Course from the Curriculum

If you need to **delete** a course from the curriculum, begin under the “View Curriculum Schema” area of the Curriculum section (icon circled below).



Select the section that houses the course that you wish to delete.

A drop-down menu will appear, containing all of the courses within that section (see below).

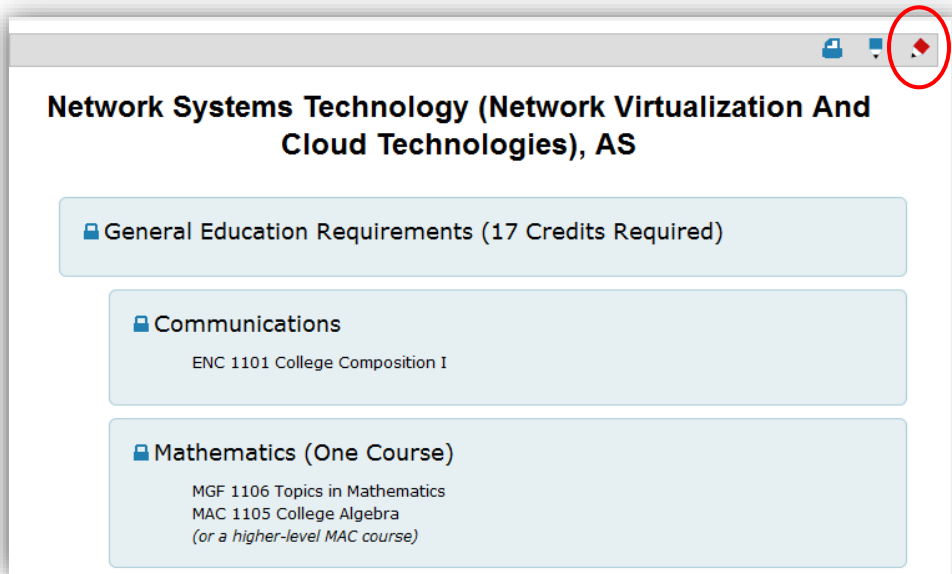


Hover your mouse on the course you wish to delete. A blue “X” will appear next to the course title (see above). Click the “X” to delete the course.

To see all of the deletions that you have made, select the “Preview Curriculum” icon that is circled below.



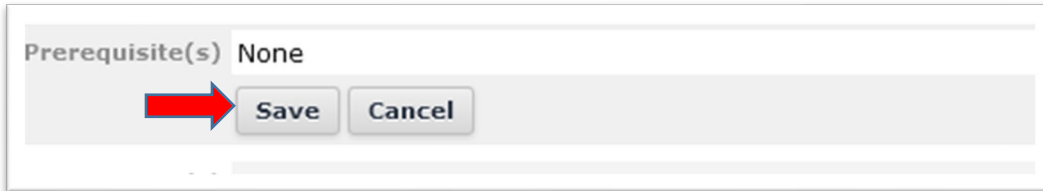
This will bring up a pop-up box (see below). Select the red pencil icon (circled below). Any deletions will appear in red with a strike-through line.



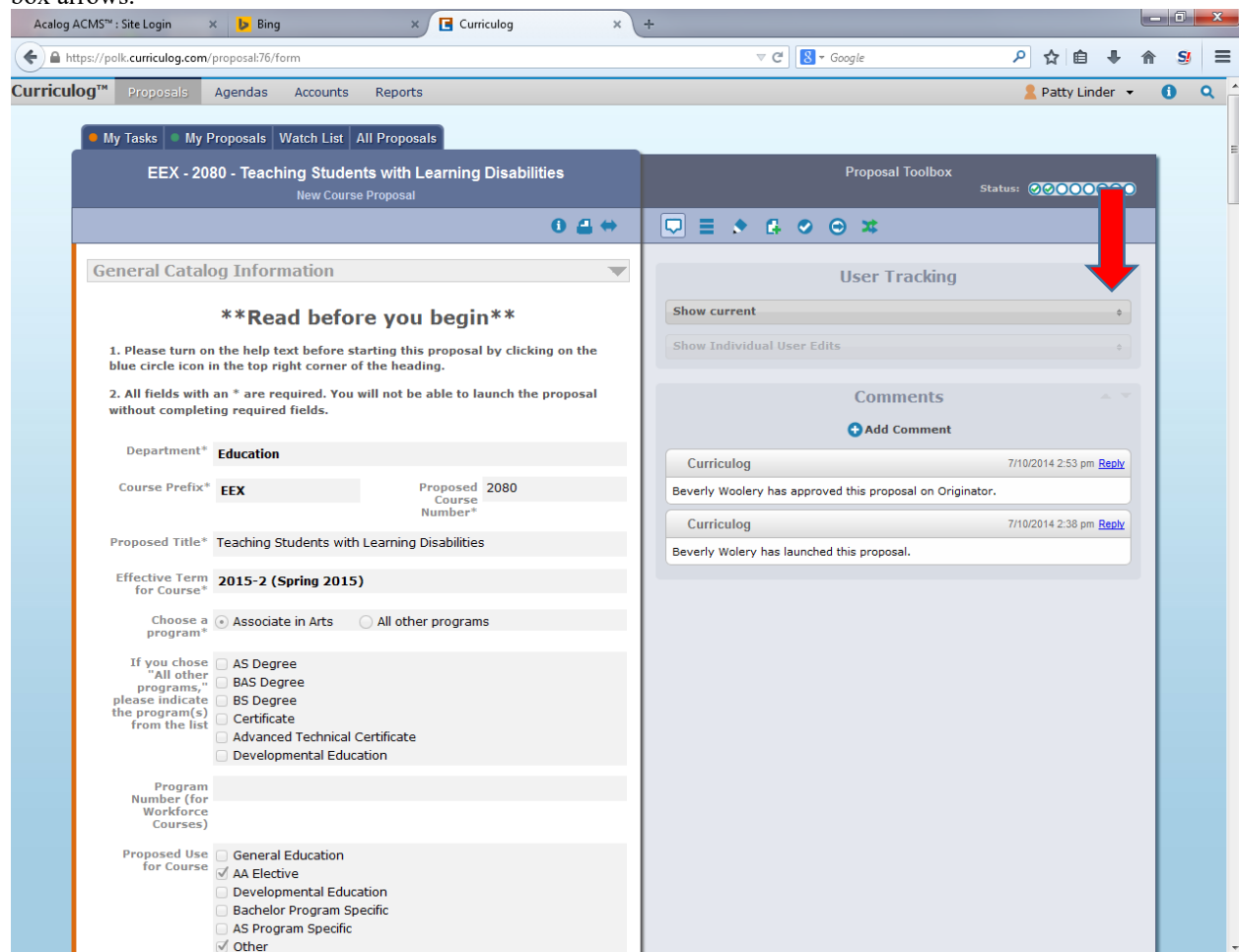
****If no further modifications need to be made, move on to Section 4 on page 18.**

Section 3: Other Modifications

Click on the field that you wish to edit. A text box and two buttons will appear. Space out the existing text, enter the modified text, and press “save.” ****You must save each individual modification.****



Next, change “User Tracking” from “Show Current” to “Show current with markup” by using the drop-down box arrows.



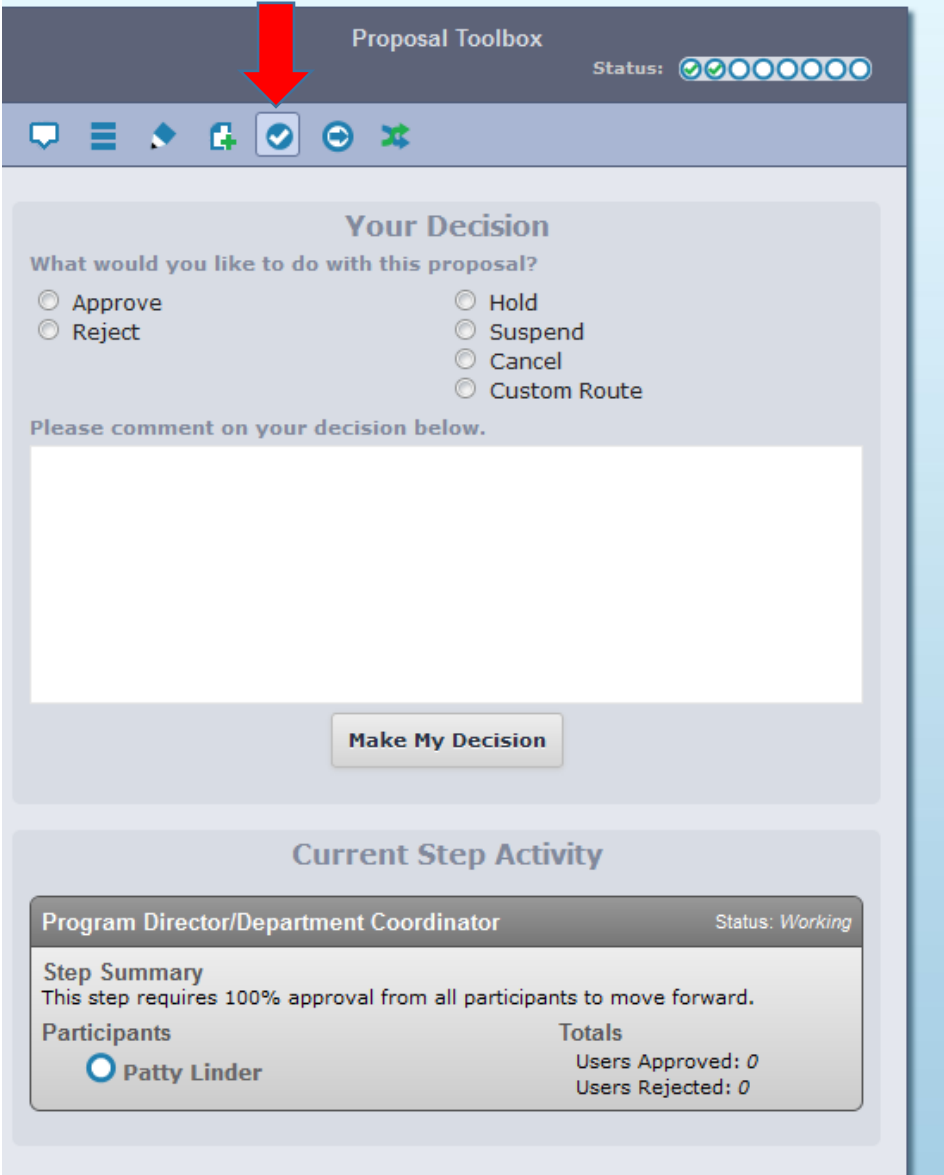
The modification that you had made would now resemble this:

Prerequisite(s) ~~Requires placement at the college level or satisfaction of developmental education requirements in reading, writing, and mathematics. None~~

Make all modifications outlined in your proposal. Move on to Section 4.

Section 4: Making Your Decision

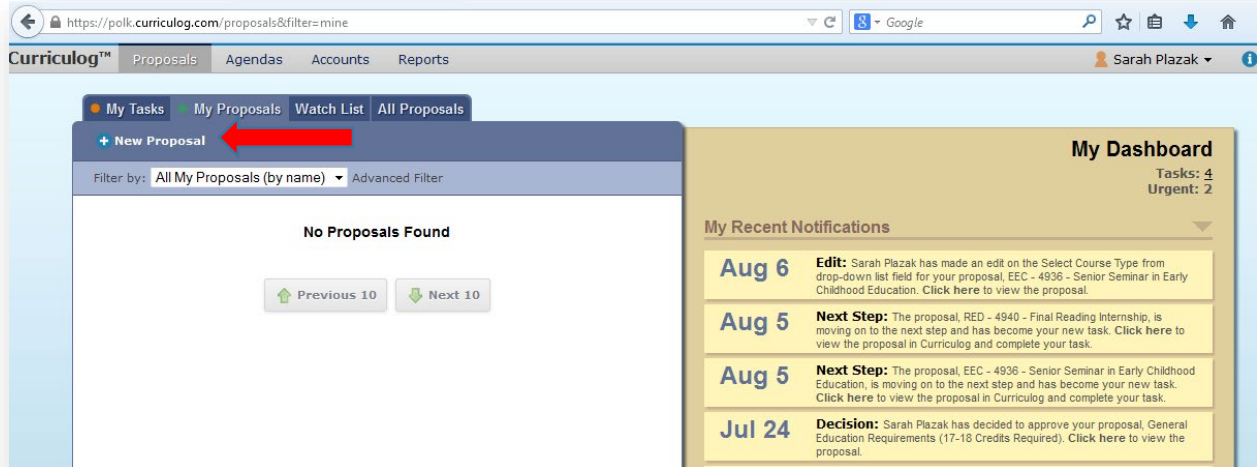
From the right-hand column, select the “Decisions” icon indicated below:



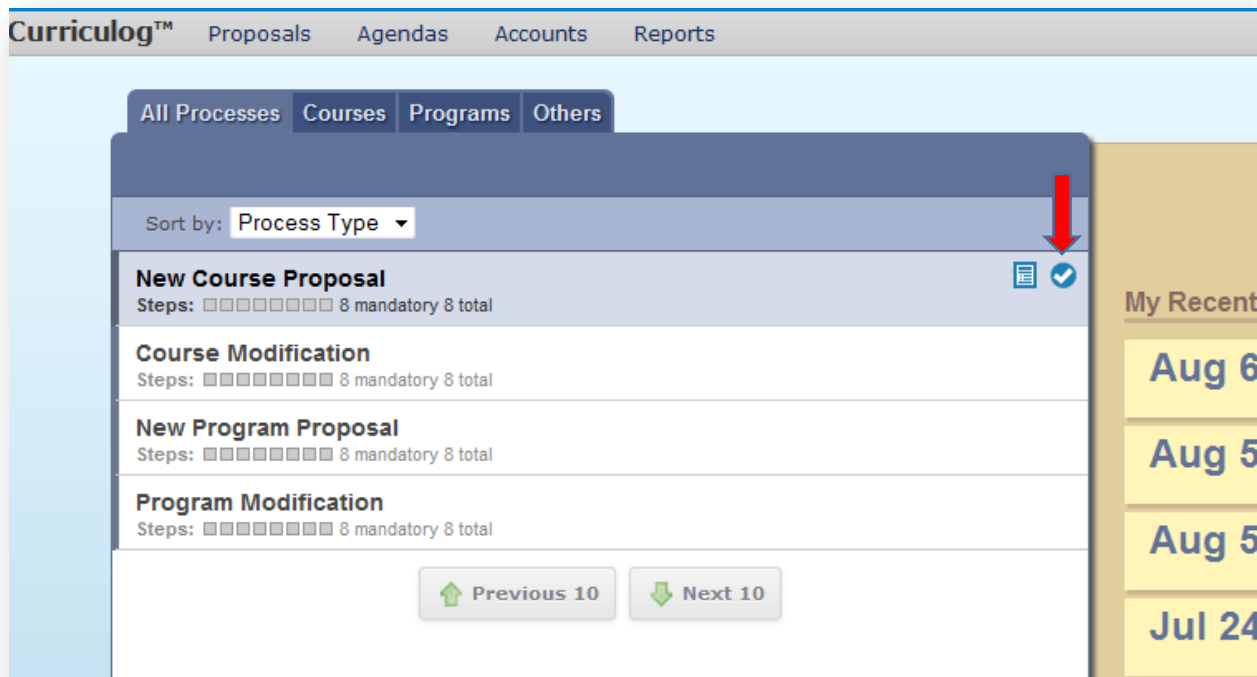
Please select either the “Accept” or “Reject” radio button. You have the option of leaving a comment detailing the reason for your decision, but that is purely an optional field. Lastly, click “Make My Decision.” This will move the proposal on to the next step, so it will no longer appear under your “My Tasks” tab. If you need to view the proposal after this point, select the “All Proposals” tab.

How to Build a New Course Proposal

After logging in to Curriculog, select either the “My Tasks” or “My Proposals” tab. Then, click on “New Proposal.”



Hover on “New Course Proposal” and click the check-mark button to “Start Proposal.”




This brings you into the proposal form itself. First, click the “Show Help Text” icon indicated below.

The screenshot shows a web interface for creating a new proposal. At the top, there are navigation tabs: 'My Tasks', 'My Proposals', 'Watch List', and 'All Proposals'. The main header area displays 'New Proposal 8/6/2014 1:55 pm' and 'New Course Proposal'. A red arrow points to a blue circle icon with an 'i' inside, located in the top right corner of the header area. Below the header, the main content is divided into two columns. The left column is titled 'General Catalog Information' and contains a section titled '**Read before you begin**'. This section includes two numbered instructions: 1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading. 2. All fields with an * are required. You will not be able to launch the proposal without completing required fields. Below the instructions are several form fields: 'Department*' (None Selected), 'Course Prefix*' (None Selected), 'Proposed Title*', 'Effective Term for Course*' (None Selected), 'Choose a program*' (Associate in Arts, All other programs), 'If you chose "All other programs," please indicate the program(s) from the list' (AS Degree, BAS Degree, BS Degree, Certificate, Advanced Technical Certificate, Developmental Education), 'Program Number (for Workforce Courses)', and 'Proposed Use for Course' (General Education, AA Elective, Developmental Education, Bachelor Program Specific). The right column is titled 'Proposal Toolbox' and shows the status 'unlaunched'. It contains a section titled 'Approval Steps' with a list of steps: 'Originator', 'District Dean', 'Program Director/Department Coordinator', 'Editorial Review', 'Post Proof Review', and 'District Dean'. Each step has a 'Participants' field and a 'Step Details' field. The status for each step is 'Incomplete'. The 'Step Details' field for each step indicates 'Required for Approval: 100% required' and provides work options: 'edit, comment'.

The help text will resemble the example below, and will be near the top left side of the screen.

New Proposal 7/14/2014 2:29 pm
Program Modification

What can I do next?
Fill out the Proposal

- Edit fields by clicking on the text
- Upload a file by clicking the  icon

General Catalog Information

****Read before you begin****

Continue through the form, filling in all fields.

Department* None Selected

Course Prefix* None Selected

Proposed Course Number*

Proposed Title*

Effective Term for Course* None Selected

Choose a program* Associate in Arts All other programs

If you chose "All other programs," please indicate the program(s) from the list

AS Degree
 BAS Degree
 BS Degree
 Certificate
 Advanced Technical Certificate
 Developmental Education

Program Number (for Workforce Courses)

Proposed Use for Course

General Education
 AA Elective
 Developmental Education
 Bachelor Program Specific
 AS Program Specific
 Other

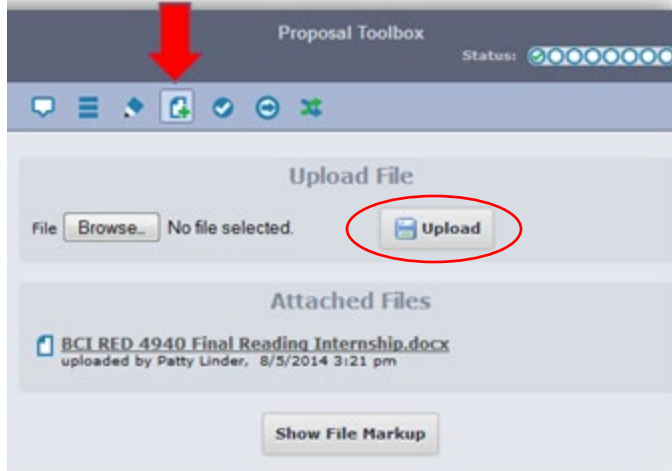
If other, list proposed use

Course Description*

B I U x₂ x² I_x

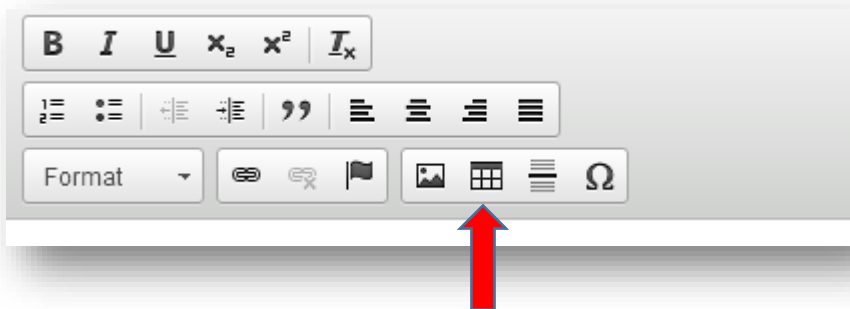
****NOTE:** If you cannot find the “Course Prefix” that you need in the drop-down menu, please contact Sarah Plazak at ext. 5331 to assist you.

You will need to attach a course BCI. To attach any document (including a BCI), select the icon indicated below:



To find the document you wish to attach, click on the “Browse” button. This will make a pop-up window appear. Locate and click on the item you wish to attach. The pop-up window will close automatically. Click the “Upload” button circled above. Your file will then appear under the “Attached Files” heading shown above.

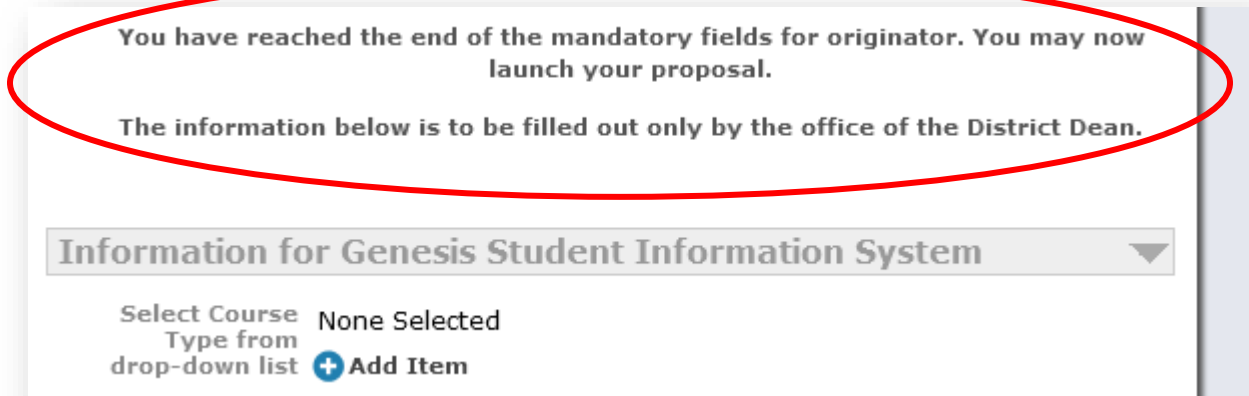
Some text boxes will provide you with the following menu:



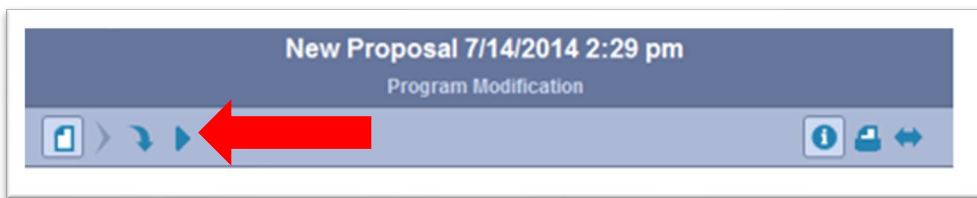
Use the button indicated above, if you would like to add a table.

If you wish to stop working and come back to the proposal later, you can do so at any time, and your work will be saved, both before and after the proposal has been launched. You would only need to login and select the “My Proposals” tab to retrieve it. However, once you approve the proposal (see steps below), you will no longer have access to make changes because the proposal will have moved to the next step in the approval sequence. Contact Sarah Plazak if you need to change something after you have approved the proposal.

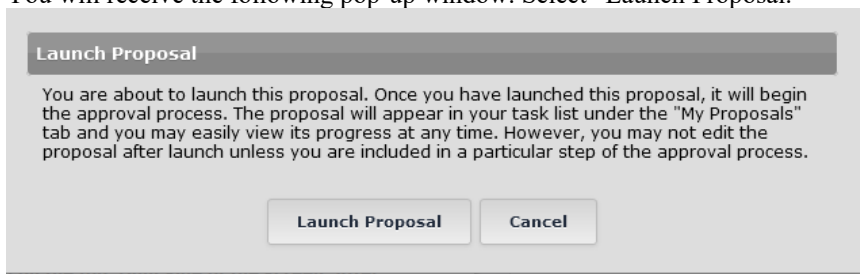
When you reach the following section, you are ready to “launch” your proposal:



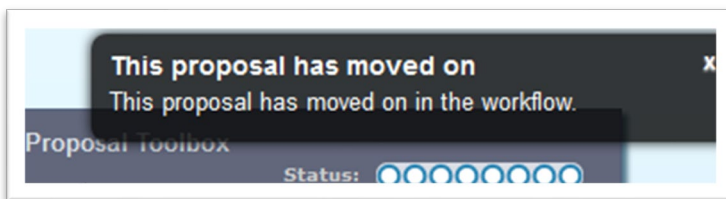
To “launch” this proposal, return to the top of the page, and select the blue “Launch proposal” arrow.



You will receive the following pop-up window. Select “Launch Proposal.”



Once launched, this notification will appear in the top right corner of the screen:



***** Despite this message, you have one more step. *****

From the right-hand column, select the “Decisions” icon indicated below:

The screenshot shows the 'Proposal Toolbox' interface. At the top, there is a toolbar with several icons. A red arrow points to the 'Decisions' icon, which is a blue square with a white checkmark. Below the toolbar, the 'Your Decision' section is displayed. It asks 'What would you like to do with this proposal?' and provides six radio button options: 'Approve', 'Reject', 'Hold', 'Suspend', 'Cancel', and 'Custom Route'. Below these options is a text area for comments with the prompt 'Please comment on your decision below.' and a 'Make My Decision' button. The 'Current Step Activity' section below shows a card for 'Program Director/Department Coordinator' with a status of 'Working'. It includes a 'Step Summary' stating 'This step requires 100% approval from all participants to move forward.' and a table of participants and totals.

Participants	Totals
<input type="radio"/> Patty Linder	Users Approved: 0 Users Rejected: 0

Please select either the “Accept” or “Reject” radio button. You have the option of leaving a comment detailing the reason for your decision, but that is purely an optional field. Lastly, click “Make My Decision.” This will move the proposal on to the next step, so it will no longer appear under your “My Tasks” tab. If you need to view the proposal after this point, select the “All Proposals” tab.