

# Proposal to Revise Course Review Procedures

## MEMORANDUM

TO: UNC Charlotte Graduate Council

FROM: Drs. Joan Lachance and Kaus Sarkar,  
Graduate Council Subcommittee for Syllabus Review Procedures

DATE: March 25, 2024

RE: Proposal to Revise Syllabus Review Procedures

### **BACKGROUND**

1. Currently the syllabi attached to Curriculog new course proposals are being checked against three (3) documents:
  - 1) [Curriculog Form Section D](#) (which includes 20 elements),
  - 2) the document called <<[New-Revised Graduate Syllabus Guidelines 8-11-23](#)>>, and
  - 3) p. 2 to document called <<[Graduate Checklist for Reviewing Curriculog Proposals](#)>>. The task of reviewing syllabi seems to be unnecessarily complex and time consuming.
2. The current Graduate Council process that obliges course syllabi to be attached to Curriculog proposals is problematic. The tasks associated with the committee members reviewing syllabi as attachments to proposals are incongruent with preventing programs from using the reviewed syllabus at the time of the proposal.
3. None of the documents that describe the duties of the Graduate Council, namely Standing of Rules of the Faculty Council, pp. 14-16, and the Graduate Faculty Bylaws, pp. 3-6, indicate any specific procedure to review courses and no mention is made of syllabi in these documents.

### **PURPOSE**

The purpose of this proposal is to set up a more efficient course syllabus review procedure.

### **PROPOSAL**

#### **1. New Course Syllabus**

- In section A, specifically (A12), we propose the check box for “course syllabus” include this statement next to it that says “(for undergraduate courses only; *\*Graduate syllabi may be attached to the proposal if required by your college apart from the Graduate Council review requirements.*)”
- In section D, we propose this be added.

- Have section (D1) begin with the attestation statement of “By checking this box the proposal’s department agrees to ensure that each of the elements in section D will be included in the course syllabus used with whomever instructs the course from this point forward. The attestation box (D1) must be checked in order for the Graduate Council to review the proposal.” See Appendix A.
- In field D16 [D17 with new numbering] add the statement “if this is an internship course that has special requirements, please note them here.

## 2. Course Revision Syllabus

- In section A, specifically (A12), we propose the check box for “course syllabus” include a statement next to it that says (for undergraduate courses only; *\*Graduate syllabi may be attached to the proposal if required by your college apart from the Graduate Council review requirements.*)
- In section D, we propose this be added:

Have section (D1) begin with the attestation statement of “By checking this box the proposal’s department agrees to ensure that each of the elements in section D will be included in the course syllabus used with whomever instructs the course from this point forward. The attestation box (D1) must be checked in order for the Graduate Council to review the proposal.” See Appendix A.

In field D16 [D17 with new numbering] add the statement “if this is an internship course that has special requirements, please note them here. See Appendix B.

## 3. Topics Course Syllabus

- In section A, specifically (A12), we propose the check box for “course syllabus” include a statement next to it that says (for undergraduate courses only).
- In section D, delete “section D: Graduate Course Syllabus Template” See Appendix C.

## #Course Form 2 - New Course [2024-2025 Catalog] Course

APPENDIX A

### Proposal Purpose & Instructions

Please see edits in this documents as described in Joan and Kaus' proposal on syllabus review procedures. Look for orange arrows in this document. Feb 21, 2024

**Purpose:** This form is used for the creation of a new undergraduate or graduate course.





#### **Instructions:**

STEP 1 - Complete Section A and Section B, and if applicable, complete optional Sections C, D, E, and F.

STEP 2 - Launch the proposal (details in Section G)

STEP 3 - Approve the proposal (details in Section H)

#### **Proposal Tips:**

- Collapse/open sections by clicking  or section heading
- Attach files using Files  in toolbox at right
- View steps to approval: [Graduate Workflow](#)  and [Undergraduate Workflow](#) 
- Additional help and resources available on the [Faculty Governance website](#)

### Section A: Proposal Content

## **STEP 1** STEP 1 - Complete Section A, Section B, and, if applicable, optional sections C, D, E, and F.

(A1 Help) Can be scheduled/offered in Fall 2024 only if proposal reaches Banner Step by **March 15, 2024** (for processing prior to start of Fall registration). Must reach Banner Step by April 30, 2024 to be included in the 2024-2025 Catalog. ★ [Curriculum Deadlines](#)

#### **(A1.a) Requested Effective Term:\***

Please select the Fall term you wish the proposed course to be effective beginning. Approved proposals traditionally go into effect the next academic year.

#### **(A1.b) [System Administrator only]**

#### **(A2) Brief statement why the course is being proposed:\***

(A3 Help) Training Doc: [How to select Originating Department or Unit](#) 

**(A3) Originating Department or Unit\***

Select from the hierarchy list the department, school, or program that the proposal is originating from. Begin to type or scroll to find the unit.

**(A4) Course Level\***

Select "New Course". This selection along with the course prefix and number will be used in the title of your proposal.

**(A5.a) Does the proposed new course affect other units, departments, or colleges?\***

- Yes  
 No

(including additions and/ or changes to degree requirements or prerequisites offered in other departments)

**(A5.b) If Yes, please list. Attach consultations (using the 'files' icon at top of form) or copy and paste here.**

You may add any needed attachments to your proposal with the files icon (paper with a green +) on the top right side of the screen.

**(A6) If this new course's number and title is to be explicitly listed in the curriculum of a new or existing program, list program here AND submit a program form.**

(A7 Help) Credit hours for the course must comply with the [Academic Credit Hour Policy](#).

**(A7) Have the credit hours for the course been determined in accordance with the University's definition of a credit hour?**

\*

- Yes  
 No

UNC Charlotte adheres to a commonly accepted definition of the academic credit hour which all academic units are expected to follow.

**(A8) Is this an Honors course?\***

- Yes  
 No

(A9 Help) If this course includes topics relating to career readiness, professional development, experiential education (internship, etc.), or career decision making, then answer Yes to the following question.

**(A9) Is this a career or professional development course?\***

- Yes
- No

If yes, the University Career Center (UCC) will contact you promptly about your course to ensure support is provided to you and your students. The UCC believes it is vital to have a partnered approach to the professional and career development of UNC Charlotte students and is committed to working with faculty on this common approach to preparing our students for life after college.

**(A10.a) Does this proposal alter an agreement with a North Carolina community college?\***

- Yes
- No


**(A10.b) If Yes, briefly explain:**

(A11 Help) It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. [Faculty e-Textbook Database](#)

**(A11.a) Have electronic textbooks, textbook rentals, or the buyback program been considered?\***

- Yes
- No

**(A11.b) Briefly explain your decision on textbooks:\***

(A12 Help) Use Files  in the toolbox at right to attach the draft syllabus and, if applicable other documents. [Suggested Syllabus Policies & Notices](#)

**(A12) Attach the draft syllabus. Indicate what is attached/included in this proposal:**

- Course syllabus
- Letters of support
- Other

*(for undergraduate courses only) \*Graduate syllabi may be attached to the proposal if required by your college apart from the Graduate Council review requirements.*

**Section B: Course Content for Catalog and Banner**



**Note:** Review [Course Numbering and Status Policy](#) for rules regarding course numbers.

**(B1) Course Prefix\***

**(B2) Course Number\***

*Type the 4 digit course number that follows the course prefix. Place an "L" directly after the number if a laboratory course (e.g. 1110L)*

Select the course prefix from the list. If wanting an unlisted course prefix, then contact [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) or 7-5719.

**(B3) Does course number comply with the Course Numbering and Status Policy?\***

- Yes  
 No

**(B4) Complete Course Title for Catalog\***

Type the complete course title exactly as you intend for it to appear in the catalog (Eg. Principles of Accounting I)

**(B5) Course Title for Student Transcripts - cannot exceed 30 characters\***

Can be the same. Abbreviate if longer than 30 characters. This abbreviated course title is used on transcripts and course schedules.

**(B6) Course Description (Please limit to 3-4 sentences). Cooperative Education (co-op) courses must mention here the existence of a registration fee.\***

Type the course description exactly as you intend for it to appear in the catalog (e.g. "Introduction to political comparison among nations.") Cooperative Education (co-op) courses must include mention of course registration fee.

(B7 Help) Credit hours can be fixed or variable, and should be entered below in one of these three formats (Credit hours can differ from these examples, but not the format).

3   1 to 3   3 or 6

**(B7) Credit Hours\***

Please list the number of credit hours (whether fixed or variable) in one of these three formats: "3", "1 to 3", "3 or 6"

**(B8.a) Can this course be repeated for credit?\***

- Yes  
 No

For credit. Select "yes" if student can receive credit again and provide repeatable details in the next field. e.g., "May be repeated for credit with change of topic.", "May be repeated for credit up to 6 credit hours."

**(B8.b) If Yes, list repeatable details here:**

e.g., "May be repeated for credit with change of topic.", "May be repeated for credit up to 6 credit hours."

**(B9.a) Repeat Limit**

If the course can not be repeated for credit then leave this field blank. If it can, enter the number of times the course can be REPEATED for credit. Example: If the

**(B9.b) Repeat Maximum**

Leave blank if not applicable. If the course can be taken multiple times for credit but up to a certain number of credits then enter the number of maximum credits here. For example: If a course can be taken for credit up to 6 credits, then enter "6".

course can be taken twice for credit then enter "1". They take it once and repeat it once.

**(B10.a) Is the new course being proposed as a General Education course?\***

Yes

No

If the new course is to be designated a General Education course, then answer "Yes" and complete the General Education section later in this proposal.

**(B10.b) General Education Requirement(s) Satisfied [Undergraduate only]**

Skip if not applicable. If the new course is to be designated a General Education course, then select the type of General Education course here and complete the General Education section later in this proposal.

**(B11) Prerequisite Courses**

List the course number of each prerequisite course (e.g. ACCT 1100, ACCT 1101)

**(B12) Corequisite Courses**

List the course number of each corequisite course (e.g. ANTH 1101, ANTH 1102)

**(B13) Pre- or Corequisite Courses**

List the course number of each course that can be either a prerequisite or corequisite (e.g. ANTH 1101, ANTH 1102)

**(B14) Other Restrictions**

Identify any limitations for course enrollment such as class-standing, admission to the major, GPA (e.g. permission of department, College of Business major, sophomore standing)

**(B15) Grade Mode (select what most closely identifies)\***

Indicates the way the course is graded. Most courses at UNC Charlotte are Standard Letter. Pass/No Credit is only for Undergraduate courses. Pass/Unsatisfactory is only for Graduate courses. Choose "Dissertation/Thesis" for Satisfactory Progress/Unsatisfactory Progress grading for continuing research. At course scheduling you will be able to change the grade mode for course needs that term.



**(B16) Instructional Method (select what most closely identifies)\***

(B17 Help) Per the [Course Numbering and Status Policy](#), some Schedule Types correspond to the second digit of the course number:

Cooperative Education **x5xx**, Independent Study **x8xx**, Internship **x4xx**, Practicum **x4xx**, Research **x9xx**, Seminar **x6xx**


**(B17) Schedule Type (select what most closely identifies)\***

Indicates the type of course, not the subject matter. Most courses at UNC Charlotte are 'Lecture.' If the course number has an "L", then the schedule type must be 'Lab'. Some Schedule Types correspond to the second digit of the course number. You may also review the Course Numbering Policy.

(B18 Help) If cross-listing two new courses that are both undergraduate or both graduate, then you may use the cross-listings feature  in toolbox at right. Training Doc: [How to Cross-List](#) 

**(B18) Please list all proposed cross-listed courses:**

List each course you propose to cross-list with this course (e.g. ANTH 1100, HIST 2100)

**(B19) [Registrar's Office only] Course CIP Code****Section C: Graduate Courses only** 

Complete this section if ... the proposed course is a Graduate course.

(C1 Help) View the [Graduate Course Guidelines](#) for the minimal requirements for Graduate Council.

**(C1) Does the syllabus contain the minimal requirements for Graduate Council?**

- Yes  
 No

View the Graduate Course Guidelines for the minimal requirements for Graduate Council.

**(C2) Identify the need for the new course.****(C3) What group(s) of students will be served by this proposal? Describe how you made this determination.****(C4) Describe how the course numbering is consistent with the level of academic advancement of students for whom it is intended.**



**(C5) If course was previously offered as a special topics course, provide the number of times taught and enrollment figures.**

**(C6) What is the anticipated enrollment in this course?**

**(C7) When and how often will this course be taught?**

**(C8) How will the content and/or frequency of other courses be affected?**

**(C9) Specify requirements for new faculty, part-time faculty, student assistants and/or increased load on current faculty.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

**(C10) Is adequate space available for this course?**

Yes  No

**(C11) Specify computer or audio-visual usage (beyond Canvas) required by students and/or faculty, and include an assessment of the adequacy of resources.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

**(C12) Specify and estimate cost of other new resources required (e.g., travel, communication, supplies, printing). Indicate source(s) of funding.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

## Section D: Graduate Course Syllabus Template



Complete this section if ... the proposed course is a Graduate course.

Provide the following information straight from the draft course syllabus. Your course syllabus must have each of these elements.

**(D1) College**

**(D2) Department**

**(D3) Course Prefix & Number**

**(D4) Course Title**

**(D5a) Instructor's Name**

**(D5b) E-mail Address**

**(D5c) Office Hours Location**

**(D5d) Office Hours**

**(D6) If cross-listed, indicate the cross-listed course prefix, number, and title**

**(D7) If cross-listed with an undergraduate course, provide information about advanced requirement for graduate students**

**(D8) Pre- or Co-Requisites, if any**

**(D9) Course Description (Catalog Description)**

**(D10) Instructional Method (Face-to-Face, Online, Hybrid, Other)**

**(D11) Include a list of objectives reflecting expectations for learning and performance**

**(D12) List textbooks and other learning resources**

**(D13) Grading Scale. Indicate the score needed for the grades A, B, C, and U.**

**(D14) Course grade breakdown. Indicate the weight of the different types of assignments.**

**(D15) Attendance Policy**

If the course is an internship course that has special requirements, please note them here.

**(D16) Other requirements/policies (expected conduct in class, required technology, CPR, liability insurance, etc.)**

**(D17) Disability Services.** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or Fretwell 230.

**(D18) Code of Student Academic Integrity.** Students are expected to be familiar with and abide by the UNC Charlotte [Code of Student Academic Integrity \(Policy 407\)](#).

**(D19) Title IX.** UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more. See [Title IX at UNC Charlotte](#).

**(D20) Topical outline of course content. Weekly or more detailed outline may be provided.**

## Section E: [Optional] General Education


Complete this section if ... you are requesting the course be approved to fulfill a General Education requirement. [General Education Program](#).

**(E1) General Education Designation Requested:**

- Communication Competency
- Critical Thinking Competency
- Global Arts/Humanities
- Global Social Science
- Local Arts/Humanities
- Local Social Science

- Natural Sciences
- Natural Sciences and Lab
- Natural Sciences Lab
- Quantitative/Data Competency

**(E2) Please explain your rationale for requesting this designation.**

(E3) Attach the course syllabus using Files  in toolbox at right.

## Section F: [Optional] Service Learning (SL) ^

Complete this section if ... you are requesting this to be a Service Learning (SL) designated course. Please indicate how the course meets each of the guidelines set forth below. Evidence may be demonstrated through reference to a specific page and/or assignment shown in the syllabus.

(F1) Attach the course syllabus using Files  in toolbox at right.

**(F2) Course content includes the scholarly exploration of the concepts of citizenship, public or community service, social issues, or social justice. This includes required readings, lectures, class activities or assignments that address the scholarly basis for understanding responsibilities of community service and the common good.**

**(F3) The course provides an opportunity for reflection, learning, discovery, intellectual challenge, and skill development via direct, practical, hands-on experience. A significant percentage of the course is devoted service to the campus or community (local, national, or global).**

*The exact percentage is to be determined by the faculty member in the course proposal. This activity may or may not be a graded component of the course, but is a required component. A well designed SL course will thoroughly integrate the service component into the coursework and the experience will serve a pedagogical purpose. Opportunities for service must be frequent and meaningful, not simply tacked on or concentrated in part of the course.*

**(F4) A substantial part of the course grade involves reflection on the service experience, including class or small group discussions, writing (formal papers, assignments, or journaling), and/or formal sharing of reflection (e.g., presentations or panel discussions) with the intention of making connections between the in-class curriculum and out-of-class experiences.**

**(F5) The course includes some of the following goals common in service-learning courses.**

- To discover and address needs within the community collaboratively with community partners
- To develop, lasting, reciprocal relationships in the community

- To improve skills for critical and comparative thinking
- To promote values clarification
- To learn practical aspects of community service, volunteerism, and social change
- To relate community service experiences to career goals
- To help develop a life-long commitment to self-reflection, and its implications for community service and social responsibility



**(F6) Responsibility for instruction, orientation, supervision, and evaluation rests with the instructor and is not delegated.**

**(F7) Responsibility for placing students with service sites, or for approving student selected sites, rests with the instructor and is not delegated.**


*Appropriate service sites will vary considerably depending on the discipline and course content and course goals, and site selection is at the discretion of the faculty member. While there are no requirements regarding the professional qualifications of the site staff that support the service experience, it is expected that the faculty member will use professional judgment to ensure a positive experience for the student. While there are no expectations regarding payment or non-payment for student service hours, students should not simply get credit for a job they already do. For example, if the student is already doing the "service" as part of pre-existing employment or community service commitment, the course requirements should expand or extend beyond the ongoing job/community service responsibilities in a meaningful way. If the student is paid for the "service" it will not affect course credit.*

**(F8) Responsibility for managing the relationship with the community partner and clearly understanding the needs and expectations of the community partner rests with the instructor and is not delegated.**

## Section G: Launch ^


**Note:** Your answers in Section A dictate the workflow steps. Launching the proposal will lock-in the workflow. To review the workflow first, Save All Changes  (within the sticky toolbar below), then click Steps to Approval  in toolbox at right.

## **STEP 2** STEP 2 - Launch the Proposal

(G1) Validate and Launch the proposal using the launch icon  at [top of form](#) or within the sticky toolbar below.

## Section H: Approve ^

## **STEP 3** STEP 3 - Approve the Proposal

(H1) Approve the proposal to send it onto the next step in the workflow. Use the decisions icon  in toolbox at right.

## Section I: Library Holdings Evaluation



This section is to be completed by the Subject Librarian

Training Doc: [How Subject Librarians enter library holdings evaluation](#) 

### (I1) Librarian's Evaluation of Holdings:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if department purchases additional items
- Holdings are inadequate

### (I2) Librarian's Comments

*If needed, you may add attachments to the proposal with the files icon (paper with a green +) on the top right side of the screen.*

## End of Proposal



# #Course Form 1 - Course Revision (or Inactivation) [2024-2025 Catalog]

## Course with Import Required

### APPENDIX B

#### Proposal Purpose & Instructions

Please see edits in this document as described in Joan and Kaus' proposal on syllabus review procedures. Look for orange arrows in this document. Feb 21, 2024

**Purpose:** This form is used for the revision of a course or the inactivation of a course.

#### **Instructions:**

STEP 1 - Import Course





STEP 2 - Complete Section B

STEP 3 - Launch the proposal (details in Section C)

STEP 4 - Make your proposed course revisions in Section D and, if applicable, complete optional Sections E and F [*For course inactivation skip STEP 4*]

STEP 5 - Approve the proposal (details in Section G)

#### **Proposal Tips:**

- Collapse/open sections by clicking  or section heading
- Attach files using Files  in toolbox at right
- View steps to approval: [Graduate Workflow](#)  and [Undergraduate Workflow](#) 
- Additional help and resources available on the [Faculty Governance website](#)


#### Section A: Import

### **STEP 1** STEP 1 - Import Course

**(A1) Import the existing course information from Catalog** [already done; when you started the proposal, you were automatically prompted and required to import a course to begin.]

#### Section B: Proposal Content

### **STEP 2** STEP 2 - Complete Section B

(B1 Help) Course revisions can be effective Fall 2024 only if proposal reaches Banner Step by **March 15, 2024** (for processing prior to start of Fall registration).  [Curriculum Deadlines](#)

**(B1.a) Requested Effective Term:\***

Please select the Fall term you wish the proposed course to be effective beginning. Approved proposals traditionally go into effect the next academic year.

**(B1.b) [System Administrator only]**

**(B2) Brief description of the requested change and why it is being proposed:\***

E.g. "The Biology Department proposes to add a prerequisite to the existing course, BIOL 2222." E.g. "The College of Information Technology proposes a change in the course description for ITCS 6132."

(B3 Help) Training Doc: [How to select Originating Department or Unit](#)

**(B3) Originating Department or Unit\***

Select from the hierarchy list the department, school, or program that the proposal is originating from. Begin to type or scroll to find unit.


**(B4) Revision or Inactivation\***

Select "Course Revision" or "Course Inactivation". This selection combined with the course prefix and number will be used in the title of your proposal.

**(B5) Level of course\***

Undergraduate  Graduate

**(B6 Help) You must run an Impact Report on the course being revised or inactivated.**

Click the Run Impact Report icon  at [top of form](#), select the appropriate Catalog (Graduate or Undergraduate) to search, then click "Generate Report". The report may take time to run and will be a pop-up box. You may then copy the text from this impact report and paste it into the field below.

**(B6) Impact Report\***

Copy text from the impact report and paste here.

**(B7.a) Does the proposed change affect other units, departments, or colleges listed or not in the impact report?\***

Yes  
 No



**(B7.b) If Yes, please list. Attach consultations (using the 'files' icon at top of the form) or copy and paste here.**

You may add any needed attachments to your proposal with the 'files' icon (paper with a green +) on the top right side of the form or you can paste consultations into this box.

(B8 Help) Credit hours for the course must comply with the [Academic Credit Hour Policy](#).

**(B8) Have the credit hours for the course been determined in accordance with the University's definition of a credit hour?**

\*

- Yes  
 No

UNC Charlotte adheres to a commonly accepted definition of the academic credit hour which all academic units are expected to follow.

**(B9) Is this a General Education course or proposed General Education course?\***

- Yes  
 No

**(B10) Is this an Honors course?\***

- Yes  
 No

(B11 Help) If this course includes topics relating to career readiness, professional development, experiential education (internship, etc.), or career decision making, then answer Yes to the following question.

**(B11) Is this a career or professional development course?\***

- Yes  
 No

If course includes topics relating to career readiness, professional development, experiential education (internship, etc.), or career decision making - please answer "yes". The workflow will then include the University Career Center (UCC). The UCC believes it is vital to have a partnered approach to the professional and career development of UNC Charlotte students and is committed to working with faculty on this common approach to preparing our students for life after college.

(B12 Help) The [Common Numbering System \(CNS\)](#) is a UNC System Office initiative that identifies the lower division courses most often transferred between institutions in the UNC system. You will find the CNS courses indicated with a checkbox when performing a [Course Transfer Search](#). These courses are assigned a common number that has direct equivalency at all institutions that offer the course. Because courses listed in the CNS have direct equivalencies, proposed changes to a UNC Charlotte CNS course must undergo additional levels of review.

**(B12) Is this course identified through the UNC System's Common Numbering System (CNS)?\***

- Yes  No

Only applies to the lower division Undergraduate courses most often transferred between institutions in the UNC System. See description above (B12 Help) for more information.

**(B13.a) Does this proposal alter an agreement with a North Carolina community college?\***

- Yes  
 No


**(B13.b) If Yes, briefly explain:**

(B14 Help) It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. [Faculty e-Textbook Database](#)

**(B14.a) Have electronic textbooks, texbook rentals, or the buyback program been considered?\***

- Yes  
 No



**(B14.b) Briefly explain your decision on textbooks:\***

(B15 Help) Use Files  in toolbox at right to attach files.


**(B15) Indicate attachments you have included, if any:**

- Letters of support and consultation  
 Course syllabus  
 Other

## Section C: Launch

**Note:** Your answers in Section B dictate the workflow steps. Launching the proposal will lock-in the workflow. To review the workflow first, Save All Changes  (within the sticky toolbar below), then click Steps to Approval  in toolbox at right.

## **STEP 3** STEP 3 - Launch the Proposal

(C1) Validate and Launch the proposal using the launch icon  at [top of form](#) or within the sticky toolbar below. This will start the user tracking permitting you to begin proposing revisions to the course.

## Section D: Course Content for Catalog and Banner

 **IMPORTANT:** You must complete **STEP 3 (Launch)** before moving to **STEP 4**.

## **STEP 4** **STEP 4 - Make Proposed Course Revisions in Section D and, if applicable, complete optional sections E and F.**

(D1) By checking this box the proposal's department agrees to ensure that each of the elements in section D will be included in the course syllabus used with whomever instructs the course from this point forward. The attestation box (D1) must be checked in order for the Graduate Council to review the proposal." Note: *Graduate syllabi may be attached to the proposal if required by your college apart from the Graduate Council review requirements.*

**(D1) Course Prefix\***

Leave alone. If wanting to change the course prefix, after launch add the proposed course prefix to field #1A.

**(D2) Course Number\***

Leave alone. If wanting to change the course number, after launch add the proposed course number to field #2A.

(D3 & D4 Help) Answer only if proposing to change the prefix or course number (otherwise SKIP) and review [Course Numbering and Status Policy](#) for rules regarding course numbers.

**(D3) Proposed New Prefix**

If not changing prefix, leave blank. If changing prefix, complete this field after launch. If wanting an unlisted course prefix, then contact [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) or 7-5719.

**(D4) Proposed New Course Number**

If not changing course number, leave blank. If changing course number, complete this field after launch.

**(D5) Complete Course Title for Catalog\***

This field may be changed after the proposal is launched. The complete course appears in the catalog.

**(D6) Course Title for Student Transcripts - cannot exceed 30 characters\***

This field may be changed after the proposal is launched. The abbreviated course title is used on transcripts and course schedules.

**(D7) Course Description (Please limit to 3-4 sentences). Cooperative Education (co-op) courses must mention here the existence of a registration fee.**

This field may be changed after the proposal is launched. Remember to be concise (Please limit to 3-4 sentences). Cooperative Education (co-op) courses must mention here the existence of a registration fee.

(D8 Help) Credit hours can be fixed or variable, and should be entered below in one of these three formats. Credit hours can differ from these examples, but not the format.

3 1 to 3 3 or 6

**(D8) Credit Hours\***


Please input the number of Credit Hours (whether fixed or variable) in the same manner as one of these three formats: "3", "1 to 3", "3 or 6"

**(D9) Repeatable details:**


This field may be changed after the proposal is launched (e.g., "May be repeated for credit", "May be repeated for credit with change of topic", "May be repeated for credit up to 6 credit hours").

**(D10) Repeat Limit**


This field may be changed after the proposal is launched. If the course can not be repeated for credit then this field should be blank. If it can, the field should contain the number of times the course can be REPEATED for credit. Example: If the course can be taken twice for credit then enter "1". They take it once and repeat it once.

**(D11) Repeat Maximum**


This field may be changed after the proposal is launched. Leave blank if not applicable. If the course can be taken multiple times for credit but up to a certain number of credits then enter the number of maximum credits here. For example: If a course can be taken for credit up to 6 credits, then enter "6".

**(D12) General Education Requirements Satisfied**


If adding or removing a General Education designation to the course, then select the change here (after launching the proposal) and complete the relevant section(s) later in the proposal.

**(D13) Prerequisite Courses**


This field may be changed after the proposal is launched. The course number of each prerequisite course (e.g. ACCT 1100, ACCT 1101)

**(D14) Corequisite Courses**


This field may be changed after the proposal is launched. The course number of each corequisite course (e.g. ANTH 1101, ANTH 1102)

**(D15) Pre- or Corequisite Courses**


This field may be changed after the proposal is launched. List the course number of each course that can be either a prerequisite or corequisite (e.g. ANTH 1101, ANTH 1102)

**(D16) Other Restrictions**


This field may be changed after the proposal is launched. All other prerequisites or restrictions (e.g. permission of department, College of Business major, sophomore standing)

**(D17) Grade Mode (what most closely identifies)\***

*This field may be changed after the proposal is launched. Indicates the way the course is graded. Most courses at UNC Charlotte are Standard Letter. Pass/No Credit is only for Undergraduate courses. Pass/Unsatisfactory is only for Graduate courses. Choose "Dissertation/Thesis" for Satisfactory Progress/Unsatisfactory Progress grading for continuing research. At course scheduling you will be able to change the grade mode for course needs that term.*

**(D18) Instructional Method (what most closely identifies)\***

*This field may be changed after the proposal is launched.*

(D19 Help) Per the [Course Numbering and Status Policy](#), some Schedule Types correspond to the second digit of the course number:

Cooperative Education **x5xx**, Independent Study **x8xx**, Internship **x4xx**, Practicum **x4xx**, Research **x9xx**, Seminar **x6xx**

**(D19) Schedule Type (what most closely identifies)\***

*This field may be changed after the proposal is launched. Indicates the type of course, not the subject matter. Most courses are 'Lecture'. If the course number has an "L", than the schedule type must be 'Lab'.*

**(D20) All cross-listed courses:**

*This field may be changed after the proposal is launched. It should list all courses cross-listed or proposed to be cross-listed with this course (e.g. ANTH 1100, HIST 2100)*

**(D21) Course CIP Code**

**Section E: [Optional] General Education**



Complete this section if ... you are requesting the course be approved to fulfill a General Education requirement. [General Education Program](#).

**(E1) Designation requested:**

- Communication Competency
- Critical Thinking Competency
- Global Arts/Humanities
- Global Social Science
- Local Arts/Humanities
- Local Social Science
- Natural Sciences
- Natural Sciences and Lab
- Natural Sciences Lab
- Quantitative/Data Competency

**(E2) Please explain your rationale for requesting/ modifying this designation.**

(E3) Attach the course syllabus using Files  in toolbox at right.

## Section F: [Optional] Service Learning (SL)

Complete this section if ... you are requesting this to be a Service Learning (SL) designated course. Please indicate how the course meets each of the guidelines set forth below. Evidence may be demonstrated through reference to a specific page and/or assignment shown in the syllabus.

(F1) Attach the course syllabus using Files  in toolbox at right).

**(F2) Course content includes the scholarly exploration of the concepts of citizenship, public or community service, social issues, or social justice. This includes required readings, lectures, class activities or assignments that address the scholarly basis for understanding responsibilities of community service and the common good.**

**(F3) The course provides an opportunity for reflection, learning, discovery, intellectual challenge, and skill development via direct, practical, hands-on experience. A significant percentage<sup>1</sup> of the course is devoted service to the campus or community (local, national, or global).**

*The exact percentage is to be determined by the faculty member in the course proposal. This activity may or may not be a graded component of the course, but is a required component. A well designed SL course will thoroughly integrate the service component into the coursework and the experience will serve a pedagogical purpose. Opportunities for service must be frequent and meaningful, not simply tacked on or concentrated in part of the course.*

**(F4) A substantial part of the course grade involves reflection on the service experience, including class or small group discussions, writing (formal papers, assignments, or journaling), and/or formal sharing of reflection (e.g., presentations or panel discussions) with the intention of making connections between the in-class curriculum and out-of-class experiences.**

**(F5) The course includes some of the following goals common in service-learning courses.**

- To discover and address needs within the community collaboratively with community partners
- To develop, lasting, reciprocal relationships in the community
- To improve skills for critical and comparative thinking
- To promote values clarification
- To learn practical aspects of community service, volunteerism, and social change
- To relate community service experiences to career goals

- To help develop a life-long commitment to self-reflection, and its implications for community service and social responsibility


**(F6) Responsibility for instruction, orientation, supervision, and evaluation rests with the instructor and is not delegated.**

**(F7) Responsibility for placing students with service sites, or for approving student selected sites, rests with the instructor and is not delegated.**


*Appropriate service sites will vary considerably depending on the discipline and course content and course goals, and site selection is at the discretion of the faculty member. While there are no requirements regarding the professional qualifications of the site staff that support the service experience, it is expected that the faculty member will use professional judgment to ensure a positive experience for the student. While there are no expectations regarding payment or non-payment for student service hours, students should not simply get credit for a job they already do. For example, if the student is already doing the "service" as part of pre-existing employment or community service commitment, the course requirements should expand or extend beyond the ongoing job/community service responsibilities in a meaningful way. If the student is paid for the "service" it will not affect course credit.*

**(F8) Responsibility for managing the relationship with the community partner and clearly understanding the needs and expectations of the community partner rests with the instructor and is not delegated.**

## Section G: Approve ^

Note: To view your proposed revisions with mark-up, in the Discussion Area  (see toolbox at right), change 'User-Tracking' setting to "Show current with mark-up".

## **STEP 5** STEP 5 - Approve the Proposal

(G1) Approve the proposal to send it onto the next step in the workflow. Use the Decisions icon  in toolbox at right.

## End of Proposal ^

# #Course Form 2 - **New Course** [2024-2025 Catalog] Course

replace with "Special Topics"

## APPENDIX C

### Proposal Purpose & Instructions

Please see edits in this document as described in Joan and Kaus' proposal on syllabus review procedures. Look for orange arrows in this document. Feb 21, 2024

**Purpose:** This form is used for the creation of a new undergraduate or graduate course.

**Instructions:**

STEP 1 - Complete Section A and Section B, and if applicable, complete optional Sections C, D, E, and F.

STEP 2 - Launch the proposal (details in Section G)

STEP 3 - Approve the proposal (details in Section H)

**Proposal Tips:**

- Collapse/open sections by clicking ^ or section heading
- Attach files using Files in toolbox at right
- View steps to approval: [Graduate Workflow](#) and [Undergraduate Workflow](#)
- Additional help and resources available on the [Faculty Governance website](#)

### Section A: Proposal Content

## **STEP 1** STEP 1 - Complete Section A, Section B, and, if applicable, optional sections C, D, E, and F.

(A1 Help) Can be scheduled/offered in Fall 2024 only if proposal reaches Banner Step by **March 15, 2024** (for processing prior to start of Fall registration). Must reach Banner Step by April 30, 2024 to be included in the 2024-2025 Catalog. ★ [Curriculum Deadlines](#)

**(A1.a) Requested Effective Term:\***

*Please select the Fall term you wish the proposed course to be effective beginning. Approved proposals traditionally go into effect the next academic year.*

**(A1.b) [System Administrator only]**

**(A2) Brief statement why the course is being proposed:\***



(A3 Help) Training Doc: [How to select Originating Department or Unit](#) 

**(A3) Originating Department or Unit\***

Select from the hierarchy list the department, school, or program that the proposal is originating from. Begin to type or scroll to find the unit.

**(A4) Course Level\***

Select "New Course". This selection along with the course prefix and number will be used in the title of your proposal.

**(A5.a) Does the proposed new course affect other units, departments, or colleges?\***

- Yes  
 No

(including additions and/ or changes to degree requirements or prerequisites offered in other departments)

**(A5.b) If Yes, please list. Attach consultations (using the 'files' icon at top of form) or copy and paste here.**

You may add any needed attachments to your proposal with the files icon (paper with a green +) on the top right side of the screen.

**(A6) If this new course's number and title is to be explicitly listed in the curriculum of a new or existing program, list program here AND submit a program form.**

(A7 Help) Credit hours for the course must comply with the [Academic Credit Hour Policy](#).

**(A7) Have the credit hours for the course been determined in accordance with the University's definition of a credit hour?**

\*

- Yes  
 No

UNC Charlotte adheres to a commonly accepted definition of the academic credit hour which all academic units are expected to follow.

**(A8) Is this an Honors course?\***

- Yes  
 No

(A9 Help) If this course includes topics relating to career readiness, professional development, experiential education (internship, etc.), or career decision making, then answer Yes to the following question.

**(A9) Is this a career or professional development course?\***

- Yes
- No

*If yes, the University Career Center (UCC) will contact you promptly about your course to ensure support is provided to you and your students. The UCC believes it is vital to have a partnered approach to the professional and career development of UNC Charlotte students and is committed to working with faculty on this common approach to preparing our students for life after college.*

**(A10.a) Does this proposal alter an agreement with a North Carolina community college?\***

- Yes
- No


**(A10.b) If Yes, briefly explain:**

(A11 Help) It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. [Faculty e-Textbook Database](#)

**(A11.a) Have electronic textbooks, textbook rentals, or the buyback program been considered?\***

- Yes
- No

**(A11.b) Briefly explain your decision on textbooks:\***

(A12 Help) Use Files  in the toolbox at right to attach the draft syllabus and, if applicable other documents. [Suggested Syllabus Policies & Notices](#)

**(A12) Attach the draft syllabus. Indicate what is attached/included in this proposal:**

- Course syllabus (for undergraduate courses only)
- Letters of support and/or consultation
- Other

**Section B: Course Content for Catalog and Banner**



**Note:** Review [Course Numbering and Status Policy](#) for rules regarding course numbers.

**(B1) Course Prefix\***

**(B2) Course Number\***

*Type the 4 digit course number that follows the course prefix. Place an "L" directly after the number if a laboratory course (e.g. 1110L)*

Select the course prefix from the list. If wanting an unlisted course prefix, then contact [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) or 7-5719.

**(B3) Does course number comply with the Course Numbering and Status Policy?\***

- Yes  
 No

**(B4) Complete Course Title for Catalog\***

Type the complete course title exactly as you intend for it to appear in the catalog (Eg. Principles of Accounting I)

**(B5) Course Title for Student Transcripts - cannot exceed 30 characters\***

Can be the same. Abbreviate if longer than 30 characters. This abbreviated course title is used on transcripts and course schedules.

**(B6) Course Description (Please limit to 3-4 sentences). Cooperative Education (co-op) courses must mention here the existence of a registration fee.\***

Type the course description exactly as you intend for it to appear in the catalog (e.g. "Introduction to political comparison among nations.") Cooperative Education (co-op) courses must include mention of course registration fee.

(B7 Help) Credit hours can be fixed or variable, and should be entered below in one of these three formats (Credit hours can differ from these examples, but not the format).

3   1 to 3   3 or 6

**(B7) Credit Hours\***

Please list the number of credit hours (whether fixed or variable) in one of these three formats: "3", "1 to 3", "3 or 6"

**(B8.a) Can this course be repeated for credit?\***

- Yes  
 No

For credit. Select "yes" if student can receive credit again and provide repeatable details in the next field. e.g., "May be repeated for credit with change of topic.", "May be repeated for credit up to 6 credit hours."

**(B8.b) If Yes, list repeatable details here:**

e.g., "May be repeated for credit with change of topic.", "May be repeated for credit up to 6 credit hours."

**(B9.a) Repeat Limit**

If the course can not be repeated for credit then leave this field blank. If it can, enter the number of times the course can be REPEATED for credit. Example: If the

**(B9.b) Repeat Maximum**

Leave blank if not applicable. If the course can be taken multiple times for credit but up to a certain number of credits then enter the number of maximum credits here. For example: If a course can be taken for credit up to 6 credits, then enter "6".

course can be taken twice for credit then enter "1". They take it once and repeat it once.

**(B10.a) Is the new course being proposed as a General Education course?\***

Yes

No

If the new course is to be designated a General Education course, then answer "Yes" and complete the General Education section later in this proposal.

**(B10.b) General Education Requirement(s) Satisfied [Undergraduate only]**

Skip if not applicable. If the new course is to be designated a General Education course, then select the type of General Education course here and complete the General Education section later in this proposal.

**(B11) Prerequisite Courses**

List the course number of each prerequisite course (e.g. ACCT 1100, ACCT 1101)

**(B12) Corequisite Courses**

List the course number of each corequisite course (e.g. ANTH 1101, ANTH 1102)

**(B13) Pre- or Corequisite Courses**

List the course number of each course that can be either a prerequisite or corequisite (e.g. ANTH 1101, ANTH 1102)

**(B14) Other Restrictions**

Identify any limitations for course enrollment such as class-standing, admission to the major, GPA (e.g. permission of department, College of Business major, sophomore standing)

**(B15) Grade Mode (select what most closely identifies)\***

Indicates the way the course is graded. Most courses at UNC Charlotte are Standard Letter. Pass/No Credit is only for Undergraduate courses. Pass/Unsatisfactory is only for Graduate courses. Choose "Dissertation/Thesis" for Satisfactory Progress/Unsatisfactory Progress grading for continuing research. At course scheduling you will be able to change the grade mode for course needs that term.



**(B16) Instructional Method (select what most closely identifies)\***

(B17 Help) Per the [Course Numbering and Status Policy](#), some Schedule Types correspond to the second digit of the course number:

Cooperative Education **x5xx**, Independent Study **x8xx**, Internship **x4xx**, Practicum **x4xx**, Research **x9xx**, Seminar **x6xx**

**(B17) Schedule Type (select what most closely identifies)\***


Indicates the type of course, not the subject matter. Most courses at UNC Charlotte are 'Lecture.' If the course number has an "L", then the schedule type must be 'Lab'. Some Schedule Types correspond to the second digit of the course number. You may also review the [Course Numbering Policy](#).

(B18 Help) If cross-listing two new courses that are both undergraduate or both graduate, then you may use the cross-listings feature  in toolbox at right. Training Doc: [How to Cross-List](#) 

**(B18) Please list all proposed cross-listed courses:**


List each course you propose to cross-list with this course (e.g. ANTH 1100, HIST 2100)

**(B19) [Registrar's Office only] Course CIP Code**

**Section C: Graduate Courses only**

Complete this section if ... the proposed course is a Graduate course.

(C1 Help) View the [Graduate Course Guidelines](#) for the minimal requirements for Graduate Council.

**(C1) Does the syllabus contain the minimal requirements for Graduate Council?**

- Yes  
 No

View the [Graduate Course Guidelines](#) for the minimal requirements for Graduate Council.

**(C2) Identify the need for the new course.**

**(C3) What group(s) of students will be served by this proposal? Describe how you made this determination.**

**(C4) Describe how the course numbering is consistent with the level of academic advancement of students for whom it is intended.**

**(C5) If course was previously offered as a special topics course, provide the number of times taught and enrollment figures.**

**(C6) What is the anticipated enrollment in this course?**

**(C7) When and how often will this course be taught?**

**(C8) How will the content and/or frequency of other courses be affected?**

**(C9) Specify requirements for new faculty, part-time faculty, student assistants and/or increased load on current faculty.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

**(C10) Is adequate space available for this course?**

Yes  No

**(C11) Specify computer or audio-visual usage (beyond Canvas) required by students and/or faculty, and include an assessment of the adequacy of resources.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

**(C12) Specify and estimate cost of other new resources required (e.g., travel, communication, supplies, printing). Indicate source(s) of funding.**

*When added resources are not required, indicate "none". For items which require "none", explain how this determination was made.*

## Section D: Graduate Course Syllabus Template



Complete this section if ... the proposed course is a Graduate course.

Provide the following information straight from the draft course syllabus. Your course syllabus must have each of these elements.

**(D1) College**

**(D2) Department**

**(D3) Course Prefix & Number**

**(D4) Course Title**

**(D5a) Instructor's Name**

**(D5b) E-mail Address**

**(D5c) Office Hours Location**

**(D5d) Office Hours**

**(D6) If cross-listed, indicate the cross-listed course prefix, number, and title**

**(D7) If cross-listed with an undergraduate course, provide information about advanced requirement for graduate students**

**(D8) Pre- or Co-Requisites, if any**

**(D9) Course Description (Catalog Description)**

**(D10) Instructional Method (Face-to-Face, Online, Hybrid, Other)**

**(D11) Include a list of objectives reflecting expectations for learning and performance**

**(D12) List textbooks and other learning resources**

**(D13) Grading Scale. Indicate the score needed for the grades A, B, C, and U.**

**(D14) Course grade breakdown. Indicate the weight of the different types of assignments.**

**(D15) Attendance Policy****(D16) Other requirements/policies (expected conduct in class, required technology, CPR, liability insurance, etc.)**

**(D17) Disability Services.** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or Fretwell 230.

**(D18) Code of Student Academic Integrity.** Students are expected to be familiar with and abide by the UNC Charlotte [Code of Student Academic Integrity \(Policy 407\)](#).

**(D19) Title IX.** UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more. See [Title IX at UNC Charlotte](#).

**(D20) Topical outline of course content. Weekly or more detailed outline may be provided.****Section E: [Optional] General Education** 

Complete this section if ... you are requesting the course be approved to fulfill a General Education requirement. [General Education Program](#).

**(E1) General Education Designation Requested:**

- Communication Competency
- Critical Thinking Competency
- Global Arts/Humanities
- Global Social Science
- Local Arts/Humanities
- Local Social Science



- Natural Sciences
- Natural Sciences and Lab
- Natural Sciences Lab
- Quantitative/Data Competency

**(E2) Please explain your rationale for requesting this designation.**

(E3) Attach the course syllabus using Files  in toolbox at right.

## Section F: [Optional] Service Learning (SL)

Complete this section if ... you are requesting this to be a Service Learning (SL) designated course. Please indicate how the course meets each of the guidelines set forth below. Evidence may be demonstrated through reference to a specific page and/or assignment shown in the syllabus.

(F1) Attach the course syllabus using Files  in toolbox at right.

**(F2) Course content includes the scholarly exploration of the concepts of citizenship, public or community service, social issues, or social justice. This includes required readings, lectures, class activities or assignments that address the scholarly basis for understanding responsibilities of community service and the common good.**

**(F3) The course provides an opportunity for reflection, learning, discovery, intellectual challenge, and skill development via direct, practical, hands-on experience. A significant percentage of the course is devoted service to the campus or community (local, national, or global).**

*The exact percentage is to be determined by the faculty member in the course proposal. This activity may or may not be a graded component of the course, but is a required component. A well designed SL course will thoroughly integrate the service component into the coursework and the experience will serve a pedagogical purpose. Opportunities for service must be frequent and meaningful, not simply tacked on or concentrated in part of the course.*

**(F4) A substantial part of the course grade involves reflection on the service experience, including class or small group discussions, writing (formal papers, assignments, or journaling), and/or formal sharing of reflection (e.g., presentations or panel discussions) with the intention of making connections between the in-class curriculum and out-of-class experiences.**

**(F5) The course includes some of the following goals common in service-learning courses.**

- To discover and address needs within the community collaboratively with community partners
- To develop, lasting, reciprocal relationships in the community

- To improve skills for critical and comparative thinking
- To promote values clarification
- To learn practical aspects of community service, volunteerism, and social change
- To relate community service experiences to career goals
- To help develop a life-long commitment to self-reflection, and its implications for community service and social responsibility



**(F6) Responsibility for instruction, orientation, supervision, and evaluation rests with the instructor and is not delegated.**

**(F7) Responsibility for placing students with service sites, or for approving student selected sites, rests with the instructor and is not delegated.**


*Appropriate service sites will vary considerably depending on the discipline and course content and course goals, and site selection is at the discretion of the faculty member. While there are no requirements regarding the professional qualifications of the site staff that support the service experience, it is expected that the faculty member will use professional judgment to ensure a positive experience for the student. While there are no expectations regarding payment or non-payment for student service hours, students should not simply get credit for a job they already do. For example, if the student is already doing the "service" as part of pre-existing employment or community service commitment, the course requirements should expand or extend beyond the ongoing job/community service responsibilities in a meaningful way. If the student is paid for the "service" it will not affect course credit.*

**(F8) Responsibility for managing the relationship with the community partner and clearly understanding the needs and expectations of the community partner rests with the instructor and is not delegated.**

## Section G: Launch ^


**Note:** Your answers in Section A dictate the workflow steps. Launching the proposal will lock-in the workflow. To review the workflow first, Save All Changes  (within the sticky toolbar below), then click Steps to Approval  in toolbox at right.

## **STEP 2** STEP 2 - Launch the Proposal

(G1) Validate and Launch the proposal using the launch icon  at [top of form](#) or within the sticky toolbar below.

## Section H: Approve ^

## **STEP 3** STEP 3 - Approve the Proposal

(H1) Approve the proposal to send it onto the next step in the workflow. Use the decisions icon  in toolbox at right.

## Section I: Library Holdings Evaluation



This section is to be completed by the Subject Librarian

Training Doc: [How Subject Librarians enter library holdings evaluation](#) 

### (I1) Librarian's Evaluation of Holdings:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if department purchases additional items
- Holdings are inadequate

### (I2) Librarian's Comments

*If needed, you may add attachments to the proposal with the files icon (paper with a green +) on the top right side of the screen.*

## End of Proposal

