NEW COURSE SYLLABUS CHECKLIST

Course Title: Scale Principles and Technology		Date of Submission: 8/30/2016	
Course Developer and/ or Instructor: Dr. Vic Martin Vince Orth		Timing of Course Offering: Fall '17	(semester/cycle/approximate date)

CLASSIFICATION OF COURSE

Academic	Career and Technical	Community Education	Other
☐ General Education ☐ Program requirement ☐ Elective	☐ Military Programs ☒ Program requirement ☐ Elective ☐ Program Alignment	☐ Customized training ☐ Seminar / workshop ☐ Continuing education ☐ Lifelong learning	☐ Public Offering ☐ Business and Industry ☐

PLANNING GRID FOR NEW COURSE PROPOSAL

Please complete the following grid when developing a new course. Course developers may attach documentation as needed. Consult the Strategic Plan calendar for syllabus submission due dates and subsequent attendance at LICC.

PHASE	PROCESS	COMMENTS	✓
COURSE DEVELOPMENT			
Administrative Support	Originator discusses syllabus within department(Faculty, Coord., Director/ED, Dean)	Date of Conversation(s): Progressed through the phase zero process with approval to move forward on July 21, 2016	
Marketing	Conduct market research to determine if there is a market for this course.	Summarize research: The team has met with industry advisory board partners as well as the Kansas Department of Agriculture, they have expressed a need for a certificate program. Currently the industry is lacking approximately 300 employees.	
	Describe the market this course will serve.	Customer market: Scale industry	
Research of Comparability	Are comparable courses offered at other institutions? If so, how do you envision this course transferring? (consider credit hours, program and/or sequence of comparable course) E**nter N/A if not applicable.**	Comment: We would have the only program of this type in the country.	
SYLLABUS DEVELOPMENT			
Support	Develop the syllabus for the proposed course using the syllabus template and by conferring with full-time and/or associate faculty in the curriculum area.	Names of faculty consulted: Dr. Vic Martin, Vince Orth and Mark Bogner	
Course Outcomes	Describe how the course outcomes fit into an existing Barton program or core/sequence of existing courses. E**nter N/A if not applicable.**	Explain: N/A	

PHASE	PROCESS	COMMENTS	✓
	State the **Course outcomes** as *overarching* goals for students to achieve by the end of the course. They should relate directly to the course description and course competencies.		
Course Competencies	State the **Course competencies** as *measurable* goals for students to demonstrate attainment of a course outcome. Competencies should be stated in terms of measurable behaviors, more specific than outcomes, but not as detailed as daily objectives.		
COURSE INTEGRITY			
Assessment	Develop a plan for assessing course rigor and course competencies? (attach assessment plan and/or instruments as a separate document)	Summarize assessment plan:	
Resources	Determine whether there are adequate instructional, physical, equipment, technology, and library* resources to support this course. (*A Library Curriculum Assessment sheet is posted on the Learning & Instruction website for developers to use as needed.)	Analysis of Support: The program has training scales that were purchased with Kansas Department of Agriculture contract funds, we have verbal commitments from several scale companies to donate equipment and the primary text book will be Handbook 44 (a national publication)	
Approval	Gain Dean's approval for the Course to be presented to the Learning, Instruction, and Curriculum Committee.	Date of Approval: 8/30/2016	