NEW COURSE SYLLABUS CHECKLIST

*Course Title:		*Date of Submission:	
*Course Developer and/ or Instructor:		*Effective Term	(semester/cycle/approximate date)

CLASSIFICATION OF COURSE

*Academic and/or Career and Technical	*Community Education	*Section Type	*Schedule Type
Choose all that apply: ☐ General Education ☐ Program requirement ☐ Elective ☐ Military Programs ☐ Program Alignment	☐ Customized training ☐ Seminar / workshop ☐ Continuing education ☐ Lifelong learning	☐ Public Offering ☐ Business and Industry	Choose all that apply: ☐ Lecture ☐ Lecture/Hybrid ☐ Lab ☐ Lecture/Lab ☐ By Arrangement ☐ Web ☐ PE Activity ☐ Studio ☐ Seminar

*Please select one:

☐ Repeatable: A repeatable course can be repeated an additional three times in order to satisfy credit requirements for graduation.

☐ Non-Repeatable: A non-repeatable course will apply only once toward graduation requirements, and the most recent grade earned will be used to calculate the student's grade point average.

Preferred Course Subject:	Preferred Course Number:	CIP (if applicable):

***NEW COURSE INFORMATION: ALL FIELDS REQUIRED**

NEW COURSE TITLE:
CREDIT HOURS:
COURSE DESCRIPTION: Please type out requested course description.
PREREQUISITE

☐ **ALL BARTON INSTRUCTORS (ON ALL CAMPUSES) WHO WILL TEACH THIS NEW COURSE HAVE AGREED ON THE REQUIREMENTS OF THIS SYLLABUS.**

***REQUIRED FIELDS**

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):	
Marketing	Conduct market research to determine if there is a market for this course.	Summarize research:	
	Describe the market this course will serve.	Customer market:	
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:	
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:	
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:	
	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:	
Approval	Gain Dean's approval for the Course to be presented to the Learning, Instruction, and Curriculum Committee.	Date of Approval:	