Course Outline of Record Development Guide

Index

Introduction ........................................................................................................................................3
Outline ...............................................................................................................................................4

Course Outline of Record Development Guidelines

Course Identification ......................................................................................................................4-7
Course Description and Prerequisites/Co-requisites .................................................................8
Course Need Statement ..................................................................................................................9
Required Textbooks and/or Materials ..........................................................................................9
Course Objectives ..........................................................................................................................9
Course Competencies ....................................................................................................................10
Content Outline ............................................................................................................................10

Appendix A

Verbs According to Bloom’s Taxonomy ....................................................................................11

Appendix B

Course Outline of Record Template ..........................................................................................12

Appendix C

Supplemental Information Template ..........................................................................................13

Appendix D

Credit Course Inventory Addition/Deletion/Modification Form ..............................................14-16

Appendix E

Curriculum Development Proposal Form ..................................................................................17-18
Introduction

The following information and guidelines will be helpful in developing a Course Outline of Record. The Iowa Department of Education requires Western Iowa Tech Community College have filed a current Course Outline of Record for each credit course in its instructional inventory. The Higher Learning Commission of the North Central Association of Colleges and Schools and other accrediting organizations also require this documentation. The primary purposes of a Course Outline of Record are the following:

- provide the public with evidence that educational planning supports the instructional goals of the College;
- account for the scope and content of the course offered;
- ensure that there is no unnecessary duplication of course/program content; and
- provide a basis for improved course and/or competency articulation with other postsecondary institutions and high schools.

The Course Outline of Record:

- Is the College’s official control document for the minimum content in a course of study.
- Is filed as a permanent document on the network drive (X:\) and is also accessible through e-docs. The documents will be maintained by the Dean of Instruction or designee.
- Lays out the basic content of a course. It also provides a basis for the development of a corresponding “Course Syllabus.”
- Is used by all instructors who teach the same course, regardless of modality.
- Must be prepared in accordance with the requirements outlined and described in this document. (See Appendix B: Course Outline of Record Template).

The Division Chair supervises the development and maintenance of a Course Outline of Record for each course offered in the Program. Program advisory committees are consulted as appropriate.

The process for development and maintenance is located in Appendix C: Curriculum Committee Process and Flow Chart. Course Outlines of Record will be reviewed and/or revised every three (3) years.

Newly developed courses must go through the Curriculum Committee process.

Courses that have been modified must go through the Curriculum Committee process if any of the following changes have been made:

- Adjustment in number of credit hours
- Adjustment in number of contact hours
- Major content changes (more than 20%)
- Changes in co-requisites or pre-requisites
- Name changes of courses
- Inactivation of a course
Minor modifications to courses that are not required to go through the Curriculum Committee consultation are:

- Rearrangement of or small adjustments (less than 20%) in course content,
- Change of text books
- Modification of course descriptions

Outline
Course Outline of Record (Control Document)

The following outline details the specific components to be included in a Course Outline of Record. See Appendix B for the form to use when preparing a Course Outline of Record.

I. Course Identification (Cover Page)

A. Revision Date
B. Course Title
C. Course Prefix & Number (Common Course Number)
D. Semester Credit Hours
E. Contact Hours: Lecture, Lab, Clinical and Work Experience
F. Course/Lab Fee
G. Rationale
H. Pre & Post Assessment

II. Course Description and Prerequisites/Co-requisites

III. Course Need Statement

IV. Required Textbook and/or Materials

V. Course Objectives

VI. Course Competencies

VII. Content Outline

VIII. Supplemental Information

A. Course Title & Prefix & No.
B. Course/Lab Fees
C. Key Words
D. Required Textbook and/or materials
E. Additional Information
   • Realia (specific lecture notes and essential handouts, reference materials, websites)
   • Specific plan for each module or lesson
   • List of student assignments including expectations for completion
• Assessment instruments and recommended grading criteria.
• Digitized learning objects with assessment
• Cross referenced list of appropriate Plato modules
• List of proven practices that facilitate mastery of content
• Specific activities/strategies for various:
  - modalities of instruction
  - learning styles and needs
  - documented learning disabilities and/or challenges
• Specific multi-media presentations
• Support materials for collegiate tutors and/or SI leaders
• List of service learning activities
• Plan/guidelines in the event a substitute is needed (IE movie and reaction paper/research activity, group activity, etc.)
• Best Practices

I. Course Identification

A. Revision Date

Last date the outline was revised.

B. Course Title

The title should clearly identify a course. It differentiates the course from others and identifies the course content. In selecting a course title,

• avoid nonstandard acronyms;
• use key words similar to equivalent course titles at other Iowa community colleges or, if applicable, to private and public four-year colleges and universities;
• describe the activity of the course (i.e., practicum, seminar);
• limit the title to 30 characters in length, including spaces;
• use Roman numerals only to indicate a recommended sequence of courses or when one course is a prerequisite for the next.

For example, the following reflects a recommended course sequence. Due to the nature of the subject matter, the courses do not have to be taken in a particular order.

**HIS 110** Western Civilization I: Ancient to Early Modern
**HIS 111** Western Civilization II: Early Modern to Present

The following reflects a course sequence where one is a prerequisite of the next and must be taken in order.

**ELT 690** Technology Integration I
**ELT 691** Technology Integration II
C. Course Prefix & Number

At the top of the Course Outline of Record form, the course prefix, number, and course title appear. The following information should be considered when selecting them.

1. Course Prefix: The course prefix is a three-letter designation indicating the academic discipline in which a course is placed and the subject matter covered.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Academic Area/Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>BIR</td>
<td>Band Instrument Repair</td>
</tr>
</tbody>
</table>

2. Course Number: The number assigned to a course provides the sequence of a course within a discipline. The Division Chair will assist in determining course numbers. See the Common Course Numbering site for more information. (www.witcc.com/ccn/index.cfm)

   Course Number
   
   ABC
   Discipline prefix of program or subject
   1 2 3
   Sequence
   000-099 developmental courses
   100-899 courses intended to meet specific requirements for certificates, diplomas, and degrees in career and technical and transfer programs.
   900-999 generic focus courses such as special tops, OJT, internships.

D. Semester Credit Hours

The Iowa Department of Education, Administrative Rule 5.2 (13), establishes the minimum requirements for credit hours offered by area community colleges. The minimum requirements for semester credits are as follows:

- Lecture Classroom Work: The minimum requirements for one semester hour of credit shall be 800 minutes of scheduled instruction plus (when applicable) a scheduled culminating activity.
- Laboratory Work: The minimum requirements for one semester hour of credit shall be 1600 minutes of scheduled laboratory work plus (when applicable) a scheduled culminating activity.
- Clinical Practice: The minimum requirement for one semester hour of credit shall be 2,400 minutes of scheduled clinical practice plus (when applicable) a scheduled culminating activity.
• Work Experience: The minimum requirement for one semester hour of credit shall be 3,200 minutes of scheduled work experience plus (when applicable) a scheduled culminating activity.

These requirements are the minimal requirements and an area college may offer more minutes of scheduled instruction. For example, a college may wish to offer 2,400 minutes of scheduled instruction in a vocational shop program and offer one semester hour of laboratory credit for this instruction.

The Iowa Department of Education recommends that a full-time program offer from 15 to 18 credit hours per semester. Fifteen credit hours per semester are usually considered the minimum number of credit hours required for graduation within the normally accepted time period. More than 18 credit hours per semester appear excessive.

Course credits should
• be equivalent to the number offered for similar courses.
• correspond to credits awarded for equivalent courses offered at other Iowa community colleges, Iowa’s Regents’ institutions, and local private and public colleges.
• be whole numbers (half credit hour courses should be avoided).

E. Contact Hours: Lecture, Lab, Clinical and Work Experience

The Iowa Department of Education, Administrative Rule 21.2-(13) defines a “contact hour” to mean fifty (50) minutes of contact between an instructor and students in a scheduled course offering. The minimum requirements for contact hours are as follows:

• Lecture Classroom Work: Sixteen (16) contact hours for each semester credit hour of lecture.

\[
\frac{800 \text{ minutes}}{50 \text{ minutes}} = 16 \text{ contact hours}
\]

• Laboratory Work: Thirty-two (32) contact hours for each semester credit hour of lab.

\[
\frac{1600 \text{ minutes}}{50 \text{ minutes}} = 32 \text{ contact hours}
\]

• Clinical Practice: Forty-eight (48) contact hours per each semester credit hour of clinical.

\[
\frac{2400 \text{ minutes}}{50 \text{ minutes}} = 48 \text{ contact hours}
\]

• Work Experience (also Cooperative Education and On-the-Job Training): Sixty-four (64) contact hours per each semester credit hour of work experience.

\[
\frac{3200 \text{ minutes}}{50 \text{ minutes}} = 64 \text{ contact hours}
\]
F. Fees

Course Fee/Lab: Material and lab fees may be assessed on a course by course basis. A list of course fees is published in the Schedule of Classes and maintained in the Student Accounts Office.

G. Pre & Post Assessment

Finding out what students know before you begin teaching is a crucial step in determining what material you should spend the least or most time teaching. Avoid going over well-known material by pre-assessing what the students already know before you begin teaching. Post-assessment is useful in determining topics that may need more time and attention in future classes.

II. Course Description and Pre-requisites/Co-requisites

A Course Description is a brief narrative describing content and intent. Preparation of a course description is simple when course objectives and content are thought through. The description written for the Course Outline of Record is used in the college catalog.

Prerequisite/Co-requisite Course: Prerequisites and/or co-requisites are part of the course description and appear at the end of a description.

- Prerequisites define requirements which a student must meet prior to enrollment in a course.
- Co-requisites define requirements which the student must meet concurrently with a proposed course.
- When a course does not have pre- or co-requisites, it is not necessary to indicate this in the description.

Course description examples:

**CHM 166 Chemistry I** 5
A combined lecture and lab course. Principles of atomic and molecular structure, chemical bonding, periodicity, nomenclature, equations and stoichiometry, physical states of matter and energy transfer processes. Pre-requisite: High school algebra and chemistry.

**BIR 127 Oboe Fundamentals** 3
A combined lecture and lab course. Presents complete restoration of basic and full conservatory system oboes. Includes disassembly, buffing and polishing, key and body repair, padding, corking and key adjustments. Pre-requisite: BIR 126

Generally, a course description is less than eight (8) lines, with each line carrying approximately 75 words (including spaces). Write in brief but complete sentences and do not include information about teaching methods or procedures.
III. **Course Need Statement**

The Course Need Statement provides justification for the course. In writing the course need statement,
- include importance of content;
- state how the course differs from any existing one(s) which address similar content;
- state whether advisory committee and/or accrediting agency recommendations were followed;
- describe how course extends and expands content in existing courses;
- include necessary knowledge and skills not currently taught.

IV. **Required Textbooks and/or Materials**

Indicate the requirement with a “yes” or “no” on the outline.

Detailed information regarding this is listed on the supplemental page of the Course Outline of Record. See the Division Chair with further questions or concerns.

**Books and Supplies:** Students may purchase books and supplies through the WITCC bookstore. Students attending classes in Cherokee, Denison and Le Mars may purchase their books at those campus centers. Students may also purchase books online; at [www.witcc.edu/bookstore](http://www.witcc.edu/bookstore).

**Other:** Depending on the program, the students may be required to purchase uniforms, tools, instruments or other equipment (examples of such programs or courses are art, science, health occupations programs, auto tech programs, construction trades, etc.) For an estimate of costs, see the Division Chair.

V. **Course Objectives**

Course objectives describe the knowledge and/or skills to be learned and should not be confused with course competencies.

Each course objective follows the stem statement of:
“The course will provide information which should enable the student to . . . “

Begin writing your objectives with a few major concepts in mind and develop them into several more specific objectives. These objectives will address the needs of the students within the confines of the course content.

The number of objectives included in the Course Outline of Record should be appropriate to the course content. Generally 10 to 25 concepts are manageable.

**Objectives need to reflect the course outline.**
VI. Course Competencies

Course competencies are an outcome of the course objectives.

Competencies should contain measurable behaviors like: describe, operate, compare, draw, analyze. Avoid non-measurable terms like: understand, know, and appreciate. Ask yourself, “How will I know that the students really ‘get’ it? What will these things look like, and how will the students demonstrate their understanding, knowledge or appreciation?” (See Appendix A for Verb List).

Each course competency follows the stem statement of:
“At the conclusion of the course the student will be able to . . . “

VII. Content Outline

The content outline establishes the scope of the materials to be covered, lists all major topics and the sequence of the instruction when applicable. A content outline must reflect this information so an instructor teaching the course for the first time will have a comprehensive guideline for covering the course content.

In writing the Content Outline,
- use traditional outline form, containing Roman numerals, alphabetic subheadings, and Arabic subheadings;
- keep subtopics to a minimum;
- place details more specific than 4 subtopics in a daily lesson plan;
- include only content documentation;
- do not include activities, field trips, guest lectures, or teaching methods;
- reflect objectives specified for the course.

Do not use the textbook to reflect the Course Outline.
Appendix A
Objectives and Competencies:
Verbs according to Bloom’s Taxonomy

This is a partial list of verbs that may be helpful when writing Objective and Competency statements. You may also use verbs that are specific to your field of study.

The verbs are listed from lowest (1) to highest (6) in Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>Knowledge (Level 1)</th>
<th>Comprehension (Level 2)</th>
<th>Application (Level 3)</th>
<th>Analysis (Level 4)</th>
<th>Synthesis (Level 5)</th>
<th>Evaluation (Level 6)</th>
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<tr>
<td>Cite</td>
<td>Compare</td>
<td>Classify</td>
<td>Adjust</td>
<td>Arrange</td>
<td>Appraise</td>
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<td>Define</td>
<td>Convert</td>
<td>Complete</td>
<td>Analyze</td>
<td>Assemble</td>
<td>Argue</td>
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<tr>
<td>Describe</td>
<td>Describe</td>
<td>Construct</td>
<td>Associate</td>
<td>Collect</td>
<td>Assess</td>
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<tr>
<td>Find</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Calculate</td>
<td>Combine</td>
<td>Choose</td>
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<td>Identify</td>
<td>Display</td>
<td>Dramatize</td>
<td>Categorize</td>
<td>Compile</td>
<td>Compare</td>
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<tr>
<td>Know</td>
<td>Distinguish</td>
<td>Examine</td>
<td>Classify</td>
<td>Compose</td>
<td>Conclude</td>
</tr>
<tr>
<td>Label</td>
<td>Explain</td>
<td>Express</td>
<td>Compare</td>
<td>Construct</td>
<td>Debate</td>
</tr>
<tr>
<td>List</td>
<td>Express</td>
<td>Illustrate</td>
<td>Contrast</td>
<td>Create</td>
<td>Decide</td>
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<tr>
<td>Locate</td>
<td>Identify</td>
<td>Influence</td>
<td>Criticize</td>
<td>Design</td>
<td>Estimate</td>
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<td>Interpret</td>
<td>Initiate</td>
<td>Debate</td>
<td>Develop</td>
<td>Evaluate</td>
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<td>Locate</td>
<td>Interpret</td>
<td>Diagram</td>
<td>Devise</td>
<td>Judge</td>
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<td>Name</td>
<td>Outline</td>
<td>Operate</td>
<td>Differentiate</td>
<td>Formulate</td>
<td>Justify</td>
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<td>Perceive</td>
<td>Predict</td>
<td>Perform</td>
<td>Discriminate</td>
<td>Imagine</td>
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<td>Show</td>
<td>Inventory</td>
<td>Organize</td>
<td>Score</td>
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<td>Sketch</td>
<td>Investigate</td>
<td>Plan</td>
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<td>Translate</td>
<td>Solve</td>
<td>Outline</td>
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<td>Value</td>
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<td>Use</td>
<td>Solve</td>
<td>Set up</td>
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<tr>
<td></td>
<td></td>
<td>Test</td>
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</tbody>
</table>
Appendix B
Western Iowa Tech Community College
Course Outline of Record

Course Identification: Revision Date: ________________

Course Title: ___________________________ Prefix & No.: ___________________________

Semester Credit Hours: ___________________________ (See pages 5 & 6 of the Course Outline Development Guide)

Lecture Contact Hours per Semester: ______
Lab Contact Hours per Semester: ______
Other (work experience, OJT, clinical, practicum, internship) hours per Semester: ______

Course/Lab Fee: ____ yes ____ no (Contact your Division Chair for available funds)

Rationale: ______________________________________ (Only if new fee or changes in amount)

Pre and Post Assessments: _______________________________ (CPT, etc.)

Course Description: (Less than 8 lines/approximately 75 words)

Co-requisites: ______________________________________ (Courses needed to run consecutively)

Pre-requisites: ______________________________________ (Courses needed prior to taking additional courses)

Course Needs Statement: (Justification for the course)

Required Textbooks and/or materials: (See Division Chair for current information)

_____ Yes _____ No _____Other (See Division Chair and/or Supplemental page for details)

Course Objectives: (See page 8 of the Course Outline Development Guide for assistance. Finish this statement with an active verb for each objective. Additional verbs can be found in Appendix A of the Course Outline Development Guide)

The course will provide information which should enable the student to:

Course Competencies: (See page 9 of the Course Outline Development Guide for assistance. Finish this statement with an active verb for each competency. Additional verbs can be found in Appendix A of the Course Outline Development Guide)

At the conclusion of the course the student will be able to:

Content Outline: (Do not use the text book to reflect the course outline.)

Reminder: Each Course Outline of Record is expected to be reviewed every three (3) years.
Supplemental Information

Does not need the approval of Curriculum Committee
Division Chair must maintain current information

Course Title: ____________________________ Prefix & No.: ____________________

Key words: (Approximately 10 keywords – used for Datatel, metadata and web searches)

__________________________ ____________________________

__________________________ ____________________________

__________________________ ____________________________

Required Textbooks and/or Materials:

Title: __________________________________________

Author: _________________________________________

Edition: _________________________________________

Publisher: _________________________________________

ISBN: ____________________________________________

Other Materials: __________________________________

Course/Lab fee: _________________

Additional information: (See handbook for detailed listing of possible information.)

See Division Chair for facility and equipment needs.

Reminder: Each Course Outline of Record is expected to be reviewed every three (3) years.
Appendix D

Western Iowa Tech Community College

Credit Course Inventory Addition/Deletion/Modification Form

Date:

Please Complete Items #1-13, which includes initiator signature and Department Chair Signature, prior to submitting to the Director of Curriculum. Please attach Course Outline.

1. Requested Change: (Double click on the box you wish to choose and the Form Field will appear for you to check the box.)
   
   Add Course: ☐
   
   Inactivate Course: ☐
   
   Modify Course: ☐
   
   Course Number: __________
   
   - Special Topic

2. Rationale for Addition/Inactivation/Modification:
   
   ______

3. List the programs this course addition/deletion/modification will affect: (Attached AS28)
   
   ______

4. Common Course Compliance (80% alignment) Yes ☐ No ☐
   
   If no, contact the Vice President’s Office for assignment of Common Course number.

5. Course Effective Date: ______/_____/______
   
   Month     Day     Year

6. Credit Hours:
   
   Total    Lecture    Lab    Clinical    OJT

7. Contact Hours:
   
   Total Per semester  Lecture hrs. per semester
   
   Lab hrs. per semester (2:1 3:1 circle one)
   
   Clinical hrs. per semester (3:1 4:1 circle one)
   
   OJT hrs. per semester 4:1

8. Short Title: ______
   
   (30 characters maximum)

9. Long Title: ______ (no units)
   
   (40 characters maximum)

10. Key words: ______

11. Pre-requisite(s): ______/_____/______
    
    Co-requisite(s): ______/_____/______
    
    (prefix) (number) (course title)
12. Course Restrictions:

- Instructor Consent: □ Yes □ No
- Allow Audit: □ Yes □ No
- Course/Lab Fee: □ Yes □ No

13. Transfer Course:
   (one course only) □ Yes □ No

Please check the appropriate box if the course is intended to fulfill the General Education Outcomes as specified in the College Catalog. The Academic Council is responsible for approving General Education courses, a map of course competencies to General Education competencies is essential for this determination.

General Education Core: (see pages 17, 18 in catalog)

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>A.</th>
<th>B.</th>
<th>C.1</th>
<th>C.2</th>
<th>D.</th>
<th>E.</th>
<th>F.</th>
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</thead>
<tbody>
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<td>A.S.</td>
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</tbody>
</table>

Attachments: (new course only)

1. Course outline with advisory committee minutes.

14. Initiator: ____________________________ (Signature) ____________________________ (Date)

15. Dept. Chair: ____________________________ (Signature) ____________________________ (Date)

16. Dean of Instruction: ____________________________ (Signature) ____________________________ (Date)

Agenda Date: ____________________________

**Committee action Meeting 1:**

- Committee action Meeting 2: _______Approved _______Disapproved
- Date: ____________________________

Comments: ____________________________

Curriculum Committee Chair: ____________________________ (Signature) ____________________________ (Date)

Chief Academic Officer Approval: ____________________________ (Signature) ____________________________ (Date)

**Datatel Input:** ____________________________ (Signature) ____________________________ (Date)
## AS28 Template

### Sch 9912 Cip Codes

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<tr>
<th>SS</th>
<th>#-Sect</th>
<th>Length</th>
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**Total Contact Hours**

- **Weekly Contact Hour Average**

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<tr>
<th>Term</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit sem.</th>
<th>Lecture Contact</th>
<th>Lab Contact</th>
<th>Work Experience</th>
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**Program Total:**

- **Credit Average Per Term:**

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Western Iowa Tech Community College    Course Outline of Record Development Guide    Revised 16
Appendix E
Western Iowa Tech Community College
Curricular Development Proposal

Project Title: _____  Submission Date: _____

Credentials/Industry Certification(s): (list industry certifications with sources)

Curriculum Project Abstract: (summarize project briefly)

Curriculum Project Objectives and Products: (list project objectives and products)

Industry Audience(s): (list targeted and contacted industries, include data sources)

Learner Audience(s): (list targeted student audiences, include data sources)

Delivery Platforms: (list how the curricula will be delivered)

Courses and Programs affected: (list how other courses and programs may benefit)

Curriculum Project Budget: (summarize total costs for each category)

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<th>Budget Request</th>
<th>Budget Details/Cost Analysis</th>
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<td>Equipment:</td>
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<td>Development Outsourcing:</td>
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<td>Other Costs:</td>
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<td><strong>Totals:</strong></td>
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Funding Source(s) (list contributing sources and resources)
**Curriculum Project Timeline:** *(list specific milestones and dates)*

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<th>Milestones / Benchmarks</th>
<th>Date Completed by:</th>
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**Team Members:** *(list all team members-their initials signify their consent)*

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- all project products become the property of Western Iowa Tech Community College

**Reviewers:**

Supervisor/Division Chair: ___________________________ Date: __________

Curriculum Developer: ___________________________ Date: __________

**Approvals:**

Dean of Instruction: ___________________________ Date: __________

Vice President: ___________________________ Date: __________