

Syllabus Preparation Guiding Document

Types

A. Master Syllabus

1. The 'Master Syllabus' is created to ensure BCC instructors deliver courses to meet minimum Student Learning Outcomes and general expectations for content as approved by the College Learning and Instructional Curriculum Committee (LICCC).
2. Student/Course syllabi for individual courses will contain Master Course sections I, III, IV, and V with provided content as written, and may add content as appropriate.

B. Student/Course Syllabus

1. The Student Course Syllabus is created to serve as a reference for the student to best understand instructor expectations for successful course performance.
2. Instructors will tailor Sections II, VI, VII, VIII, IX, X, and XI to their individual course needs.

LICCC Submission

A. **All new Master Syllabi or changes to an existing Master Syllabus must route through LICCC.**

1. Major changes to a Master Syllabus require approval by LICCC.
 - a. Major changes include: adjustment to the Student Learning Outcomes or Competencies, changes in course description, title, credit hours, subject code, prerequisites, and placement requirements.
 2. Minor changes to a Master Syllabus require notification of LICCC.
 - a. Minor changes include: addition of KBOR transfer statement, and correction of typos/errors which do not impact the intent of content presented.
- B. Submission for a change to an existing Master Syllabus or creation of a new Master Syllabus requires the inclusion of sections I, III, IV, & V, and the exclusion of semester/cycle/year in the header.
- C. The instructor or instructors ("initiating instructor") desiring changes to the Master Syllabus make notification via the chain-of-command in their Division up to the Dean.
- D. The Dean ensures all other instructional deans who offer the course in question, are notified so that each may solicit relevant instructors from their area to engage in the discussion of desired changes.
- E. The initiating Dean notifies the Administrative Assistant of the VP (VPAA) and submits the modified syllabus and the Revised Course Checklist once engagement by appropriate instructors has occurred. When submitting a new Master Syllabus to the VPAA, a New Course Checklist must be included.
- F. The recommended syllabus and course checklist are routed to the proper LICCC sub-committee for review by the VPAA.

- G. All necessary corrections of formatting, etc. are managed between the LICC sub-committee and the initiating instructor(s).
- H. Once approved by the LICC sub-committee, the course is placed on the LICC agenda for presentation and voting.
- I. LICC approved Master Syllabi are loaded to T:\Syllabus\Master by the VPAA. If approved with required changes, a corrected copy is submitted to the VPAA for this purpose.

Formatting

- Syllabus creation is to follow the formatting example on the subsequent pages.
- Utilize Times New Roman 12 for font selection
- Select Narrow Margins
- Any *italicized* verbiage on the template is directional in nature and not to be included on the actual syllabus.
- A footnote is to be placed on a Master Syllabus indicating the month/day/year of the update and who submitted it.

Barton Community College
Course Syllabus
Semester/Cycle/Year

I. GENERAL COURSE INFORMATION

Course Number:

Course Title:

Credit Hours:

Prerequisites:

Division/Discipline:

Course Description:

II. INSTRUCTOR INFORMATION

Instructor Name:

Contact Data: *This section is to contain info as appropriate and may include – email, office location (including campus), office hours/e-office hours, phone, referral to course shell, etc.*

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

- A. *Insert a brief description of how this course fits into a scope and sequence of classes for a program such as meeting a Humanities General Education requirement, etc.*
- B. *If the course is KCOG approved, insert the following statement: The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – http://kansasregents.org/transfer_articulation.*

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies

- A. *Outcomes – are broad general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. These may be dictated by KCOG, industry, governing agency, or accreditation requirements.*
- B. *The number of outcomes should be reflective of the credit hour value of the course. At a minimum, there is to be at least one outcome per credit hour.*
- C. *Outcome statements do not have to be measurable; however, each outcome statement should begin with an action verb which conveys the idea of how student learning will be demonstrated.*
- D. *When composing Outcome Statements, Initiating Faculty should consider how they would finish this sentence: At the end of this course, students should be able to...*
- E. ***Competencies** – are statements regarding how the student will achieve an outcome; they are to be specific and measurable.*
- F. *Instructors are encouraged to use Bloom’s Taxonomy in determining quality action verbs at the beginning of each competency statement. Verbs that allow for subjective interpretation are not to be used; including “discuss” and “understand.”*
- G. *All competencies are to be linked to the appropriate outcome, and supplemental competencies may be used if desired to further clarify. Item “C” below displays how to format the learning outcome content for a course.*

Formatting Examples (insert competency)

A. Course Outcome A

1. *Competency supporting Outcome A*
2. *Competency supporting Outcome A*
 - a. *Supplemental Competency supporting Outcome A.2.*

B. Course Outcome B

1. *Competency supporting Outcome B*
 - a. *Supplemental Competency supporting Outcome B.1.*
 - b. *Supplemental Competency supporting Outcome B.1.*
2. *Competency supporting Outcome B*

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

The following statement is to be included ONLY with LIFE, CHEM, PHYS, and PHSC lab science courses: Since laboratory activities are integral to the learning outcomes of this lab science course, students must pass the laboratory portion of the class in order to successfully complete (“pass”) the course.

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE