**\*\*Times New Roman 12 should be used for the Font/Size throughout syllabus**

**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**SEMESTER YEAR**

# **GENERAL COURSE INFORMATION**

Course Number:

Course Title:

Credit Hours:

Prerequisite:

Division/Discipline:

Course Description:

# **CLASSROOM POLICY**

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.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton County Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This should be a brief description of how this course fits into a scope and sequence of classes for a program of study.

# **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

Course outcomes are very broad general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. Instructors are encouraged to use Bloom’s Taxonomy for the development of both outcomes and competencies. (See attached power point). Verbs that require subjective evaluation shall be avoided, particularly discuss and understand. The number of course outcomes should be reflective of the credit hour value of the course. It is suggested that a minimum of one outcome for every hour of credit is an appropriate guideline. For example, a 5 credit hour class should have a minimum of 5 outcomes designated by Roman Numerals. In some instances course outcomes may be dictated by industry; governing agency; or accreditation requirements.

## Core Competencies

Core Competencies are statement on how the student will achieve the course outcome. Barton Community College utilizes Bloom’s Taxonomy to define student action(s) required to complete the competency. Competencies are specific concrete questions or tasks and will be measurable. It is the instructor’s responsibility to devise methodology to evaluate the competency. Please remember the terms which require subjective evaluation techniques will not be used, specifically discuss and understand.

Supplemental Competencies

Supplemental Competencies may be utilized to enrich Core Competencies. All guidelines for the core competencies listed above will apply.

Please link each course competency to the appropriate outcome. Competencies may be dictated by industry’ client requirements; or governing agency of the program within which the course is offered.

Example:

1. Course outcome statement #1
2. Competencies that support outcome #1
3. Supplemental competency (if necessary)
4. Course outcome statement #2
5. Competencies that support outcome #2

\*Please see [Bloom’s Taxonomy in the Classroom](http://www.bartonccc.edu/administration/iss/documents/licc/Blooms.pptx) for additional help.

1. **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

1. **COURSE OUTLINE**