

## LEARNER FOCUSED COURSE SYLLABUS & DEVELOPMENT CHECKLIST

INSTRUCTOR DATA		DH Dept		Self assess	
		YES	NO	YES	NO
1.	Name of Instructor				
2.	Office Location				
3.	Telephone (office)				
4.	Fax Number				
5.	E-Mail Address				
6.	Schedule (office hours)				
7.	Class Meeting Information				
	◆ Begin/End Dates/Number of weeks: _____				
	◆ Semester: _____				
	◆ Meeting Times & Location: _____				
COURSE DATA		DH Dept		Self assess	
		YES	NO	YES	NO
8.	Course Name and Number				
9.	Course Description <i><b>as listed in current catalogue</b></i>				
10.	Prerequisites and Co requisites				
11.	Safety guidelines/regulations (if applicable)				
12.	Course Competencies ( <b>must</b> match the competencies as developed by the Program)				
13.	Performance Outcomes ( <b>must</b> link to course competencies as listed by the Program)				
14.	Tentative Timeline for Major Assignments				
15.	Text (Author. <u>Title</u> . Publisher. Edition.)				
16.	References (if applicable)				
17.	Supplies (if applicable)				

# SAMPLE

<b>ASSESSMENT AND EVALUATION DATA (Grading policy)</b>	DH Dept		Self assess	
	YES	NO	YES	NO
18. Performance-based learning statement				
19. Assessment plan - description of components included in determination of final grade that will allow students to successfully demonstrate competencies				
20. Grading scale				
21. Program Exit Assessment link statement				
22. Assessment plan addresses performance-based tasks				
23. Assessment plan Includes required completion of all course competencies for successful course completion				

<b>Instructor Policies Regarding</b>	DH Dept		Self assess	
	YES	NO	YES	NO
24. Learner focus in order to optimize student success				
25. Classroom/course management that <b>reflect program outcomes</b>				
26. Codes of conduct <b>reflect program outcomes</b>				

<b>Institutional POLICIES</b>	DH Dept		Self assess	
	YES	NO	YES	NO
27. ADA Policy: A statement of accommodation for special needs; Example: If you have a disability that may require any special accommodations, please contact me.				
28. A statement regarding policies; Example: Students should refer to the current student handbook available in Student Services for policies regarding affirmative action, equal opportunity, harassment, computer use and many other policies. The policies are also available at the following web site: <a href="http://www.edu/about/polcourse/html">http://www.edu/about/polcourse/html</a>				
29. A statement regarding Distance Learning (if applicable); Example: Taping, materials exchange, orientation to method of delivery, communication with instructor outside of class.				
30. A statement about the student help desk				

<b>OTHER</b>	DH Dept		Self assess	
	YES	NO	YES	NO
31. Written in supportive, student-focused language				
32. Length is no more than__ pages				
33. Reviewed with DH Program Director				
34. Once reviewed with Director, copy delivered to Curriculum Services & Dean of Department				

**SAMPLE STATEMENTS FOR INCLUSION IN COURSE SYLLABUS** (Please read through these and decide which statements are appropriate for your course and teaching situation and customize them for your use.)

## 1. SAFETY POLICIES/GUIDELINES

### AUTO SHOP RULES OF SAFETY/COMMON COURTESY

1. **Be responsible** and think of all in the lab first. Be sure to clean up any spills immediately. Please avoid leaving hard to see items in walking areas, such as: tools, jack handles, cords, hoses, etc. Our goal is to be accident free!
2. Clean-up duties are not assigned. Just like in the real job you hope to obtain, everyone is expected to partake in the joy of shop clean up at the end of the class period. To encourage everyone **working cooperatively**, and prevent the same few people from doing the clean up each day and the same few people watching, no one will leave the lab until the floor is scrubbed, trashcans have been emptied and all the tools are put away. Understandable, some days a person may need extra time to finish a project, and may not help with clean up. Individual situations will be considered on an individual basis.
3. In order to **demonstrate your integrity**, please do not sit or lean against ANY vehicle, including your own. Customers walking into the shop do not know it's your car. They only believe that you will probably treat their car in the same way. This looks extremely unprofessional and will definitely make a negative impression on a potential employer visiting our facility. Think before you act.
4. Make sure to protect the finish and appearance of your customer's car. Be careful. Don't write in the dust-although it may seem like fun. What you probably don't realize is anything you write will be there permanently due to oils in your fingers and dirt from the car scraping into the paint. Please be sure to use fender covers where appropriate and wipe off greasy fingerprints and smudges from the vehicles finish.
5. Please wash greasy hands before handling paper service manuals. In these days of tight budgets, they will need to be around for a LONG time; please try to keep them neat.
6. In order to develop your competence in **working productively**, and keep everyone safe, friends are not welcome in the Auto Shop. What friends also don't often realize is that killing time here, cuts into your learning time. Since our goal is to prepare you for a job when you have completed the program, please tell your friends to not interrupt your class time.
7. Ideally, all learning experiences in the shop should be fun while helping you to **think critically and creatively**. However, safety must be a top priority. Therefore, HORSEPLAY WILL NOT BE TOLERATED AT ANY TIME. Should you choose to not act responsibly, you will be dismissed for the remainder of the day and considered absent for the class period. Choose wisely.
8. Just like at any other shop, you are expected to **be productive, communicate effectively, and work cooperatively**. If you complete your work early, offer assistance to someone who may not be finished by the end of the class period.

## 2. COURSE COMPETENCIES

- A. To be successful when you obtain your job after graduation, your employer will want you to have certain skills. This course has specific competencies or tasks that you must be able to do and demonstrate prior to completion of the course so that you are successful when you get the job that requires them. In this course, the course competencies that you must master at a level of 2 or C are: (list course competencies)

**B. Congratulations!!** You have chosen to become a \_\_\_\_\_. You now have an awesome opportunity to enter into a great profession. With this opportunity come many responsibilities. I look forward to working with you as you begin your training. I intend to teach you to the best of my abilities as I train you to be \_\_\_\_\_. I expect nothing but your best, as should you from me in your effort to learn the competencies in this course. You will learn that to overcome change, you must meet it openly and not waste time resisting it. I take what we do very seriously, but I also want you to enjoy your time in this program. I am also open to any constructive comments and new ideas to help you master the course competencies. In this course, the course competencies that you must master at a level of 2 or C are: (list course competencies)

### 3. Performance (Program) Outcomes

Performance Outcomes are skills that every graduate of an SCCC program is expected to achieve. In order to have a competitive edge in the modern workforce, certain skills are expected by employers. To help you meet these demands, SCCC has identified Performance Outcomes that are important to every area of learning.

### 4. TENTATIVE TIMELINE FOR ASSIGNMENTS

To be successful in the workplace, you will need to meet your employer's timelines. In order to begin refining that skill, you will also need to meet the timelines for assignments in this course. Since many students have many commitments outside of the classroom, the following timeline is to help you plan so that you are able to **act responsibly** in getting your assignments done on time. If there is a particular date that causes major problems for you, please make me aware so that we can work together in helping you to accomplish your goal of completing the assignment. Your major assignments and due dates are listed below:

### 5. TEXT CITATION IN APA FORMAT

Aleckson, P., Jagodzinski, A., & Kegel, J. (2001). *The Hmong and their stories: the secret wars, escape to Laos, the legends*. Schofield, WI: D.C. Everest Area Schools.

### 6. REFERENCES

To stay current on changes in the field as well as develop a global awareness of issues surrounding the competencies for this course, the following additional readings are suggested:

- Cooper, Robert. (2002). *Culture Shock!: Thailand*. New York, New York: Times Editions.
- Chu, V. (1968). *Thailand today*. New York, New York: Thomas Y. Crowell Company.
- Freeman, Michael. (2000). *A Golden Souvenir of Hill tribes of Thailand*. Singapore: Asia books.

### 7. SUPPLIES

To successfully complete the tasks you are asked to do in this course, you will need the following supplies. If you need assistance in locating or purchasing the things listed here, please let me know so that I can help you get the items that you need.

- ✓ Floppy disk
- ✓ Journaling notebook
- ✓ Etc.

## 8. PERFORMANCE- BASED LEARNING STATEMENT

### PERFORMANCE-BASED LEARNING

**A.** You as the learner are the most important part of instruction. As a result, performance-based tasks will identify what you must be able to do as a result of your learning. The tasks you are asked to do will determine how you can show that you have learned these skills. This performance-based course is designed around \_\_\_\_\_ (insert correct number) competencies. Your grade will be based on your performance of those competencies (“show me the learning”).

**B. SHOW ME THE LEARNING!** This will be the style of demonstrating the learning in this course. Performance based tasks will be used to determine whether or not you pass the course. You must be able to demonstrate all course competencies in order to be successful. Your written communication as well as “improvement on the job” will be the evaluation tool used to show success to your employer. We will use the same measures in this course.

In order to demonstrate a skill, you must be able to perform each competency at a 2 or C level to be considered passing.

## 9. ASSESSMENT PLAN-DESCRIPTION OF COMPONENTS USED FOR DETERMINATION OF FINAL GRADE

The following items will be a part of your assessment for this course and contribute to your final grade. For example, they are broken down as follows:

- 10% Reflections
- 15% Oral Presentation
- 15% Case studies
- 25% Exams
- 35% Performance Assessment tasks

**A.** In order to accommodate the various learning styles that are represented in the course, several forms of assessment will be used to measure what you know and can do. In this course, you may be taking quizzes, giving a demonstration speech, role playing, engaging in a debate, writing a reflection for each of your portfolio entries, creating a Venn diagram, and completing a final exam. These assessments are performance-based tasks that will help you “show me the learning”. If you need help to be successful in doing one or more of these tasks, please see me for help. The Learning Center is also an excellent resource for you and will help you with study skills for each of these types of assessments. You must obtain a 2 or C level on each task in order to demonstrate competence and pass the course.

**B.** The grade you achieve in this course is entirely up to you. Advanced preparation and participation in activities, as well as completion of course will all help you achieve the personal goals you set for yourself. To help you, I will utilize a wide variety of teaching methodologies and assessments to help you maximize your learning potential. Be open to

new activities in order to help yourself reach new personal professional levels of achievement and success.

Your employer will place a great deal of value on your contributions to the workplace. Therefore, this will be an interactive learning experience. In order for this to happen, I am relying on you to participate in class and complete all assigned activities. Your evaluation in this area will be collaborative. We will use the following criteria to evaluate your class outcomes:

- Participation in discussions
- Clarifying questions or comments during class.
- Comments that facilitate discussion.
- Respect for others' opinions and points of view.
- Regular class attendance.
- On-time arrival for class
- Participation in practice activities.

In addition, objective opportunities for you to demonstrate your competencies will include:

- Completing real-world application exercises
- Completing weekly journaling exercises
- Completing critical thinking/ethical dilemma exercises

## 10. GRADING SCALE

The following grade scale will be used in the course. In order to ensure that you will meet employers' expectations, you must receive a 2 or C on any given performance assessment task in order to have met the minimum level of competence acceptable. If you do not achieve a 2 or C on a given task, the item must be redone in order to ensure that you are successful in preparing for your future career.

Point value	Grade Equivalent
4	A (100-90%)
3	B (89-80%)
2	C (79-70%)

## 11- EXIT ASSESSMENT INFORMATION

### MUST BE INCLUDED IN ALL SYLLABI EXCEPT GENERAL STUDIES

All programs at SCCC have an exit assessment which is a product used to show all the knowledge and skills you have attained while at SCCC. In this program we use a (**select one**) **portfolio, capstone project, or internship** to showcase the skills you have gained in your program of study. You will be developing this piece throughout your time in the program. (**Give information about the actual assessment**).

## 12. CLASSROOM/COURSE MANAGEMENT POLICIES (Examples for inclusion).

### A. ATTENDANCE/MAKEUP

You are required to be in class for all class periods. Please **act responsibly** by attending each session of class. If you are ill or have another legitimate reason for not being in class, please call to leave a message with the reason for your absence. We will then set up a time to meet to discuss

any make up work you must complete because of your absence. Remember that you **must** demonstrate **all** competencies in order to pass the class. Please be here so that you are successful!

## B. RESPONSIBLE ATTENDANCE

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student you may be an employee, parent, community leader, etc. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments/assessments on or before the date they are due. However, regardless of how organized we think we are, unexpected emergencies do happen. If you miss a class session unexpectedly, please call me as soon as you can. If you know ahead of time, I would appreciate a call before class begins. If that is not possible, please let me know as soon as you can so that we can work out an arrangement to get the information and/or materials for the class you missed so that you can continue to be successful.

## C. MAKE-UP

The most important thing in this course is your success. Please **act responsibly** by attending each session of class. If you must miss a class, please call or e-mail me to set up a meeting time so that you can receive the material that you missed and set a reasonable make-up work timeline so that you will not fall behind and can continue to be successful in the course.

## D. SUBMISSION OF ASSIGNMENTS

It is vital that you can demonstrate each of the competencies outlined in this course. As a result, we must stay on track with timelines for assignments. In order for you to leave the course with all the skills you need, assignments must be turned in on the date they are due. However, if you have a special circumstance or have problems with an assignment, please let me know immediately. I am here to help you, but I can't read your mind. Please communicate your needs to me as they arise.

## E. QUESTIONS

I encourage you to ask questions in this course. In order to **communicate effectively, act responsibly, work productively, work cooperatively, demonstrate integrity, and think critically and creatively** you must stand up for yourself and ask about the things you don't know or understand. I will answer all questions and if I don't know an answer, I will do my best to get your questions answered. I can't help you if I don't know what you need, so please ASK!

## F. CHILDREN IN THE CLASSROOM

Although I love children, they may not find this class particularly enjoyable and could make life rather unbearable for those around you. Therefore, so that you are not distracted and learn (and I maintain my sanity) please do not bring children to class.

## G. **\*\*IMPORTANT POLICIES TO NOTE & CONSIDER INCLUDING:**

### COURSE REVISIONS

In order to keep you current in the field and ensure that you receive the best education possible to be successful in the field in which you wish to become employed, I will work to continuously improve the learning environment. Therefore, I do reserve the right to make necessary changes to

the syllabus when I believe it is to your benefit to do so. Rest assured, I will communicate those changes to you in a timely manner to avoid any surprises and help you continue to do well in the course.

### **13. DISTANCE LEARNING**

In order to complete the course, taping, materials exchange, orientation to method of delivery, communication with instructor outside of class.

### **14. STUDENT HELP DESK INFORMATION**

has a Student Help Desk to provide technical support for our online students enrolled in Blackboard and Web-enabled courses. Requests for help may include login and password problems, course software use, software technical problems, and browser questions. Office hours are from 10 a.m. - 7:30 p.m. Mondays through Thursdays. On Fridays and weekends, phone calls and e-mails will be monitored and returned as soon as possible. If you have questions or need assistance when you start working on your course, you can contact the SCCC Student Help Desk via e-mail at [studenthelpdesk@.edu](mailto:studenthelpdesk@.edu) or call\_\_\_\_\_.

As you review your syllabus before submitting it to students and the Dental Hygiene Department, check to make sure that the information you provide answers the following questions:

#### **Frequently asked questions**

##### **1. What is this course about?**

This is course is about...

##### **(2) Why should I take this course?**

After you complete this course, a whole new world will be opened up to you. You will begin to develop the creativity needed to....

##### **(3) Does this course require any previous education or experience?**

##### **(4) How does one complete this course?**

You complete this course by going through all lessons and doing the related assignments. You will also have 2 overall quizzes to complete after you finish the last lesson. If you achieve an overall grade of 75% or higher, you pass.

##### **(5) What is your specific grading policy?**

The overall passing grade for this class is 75% on all the assignments and quizzes. The instructor will grade the assignments based on the student's ability to understand the course contents and be able to demonstrate the material learned in their own way.

The 5 assignments are worth 20 points each to equal 100%. The two quizzes have 20 questions each that are worth 2.5 points each for a total of 100%.

##### **(6) Am I allowed to retake the assignments and quizzes?**

Yes. The material is short simple and to the point. With effort you should be able to do just fine.

**(7) What will I get for successfully completing this course?**

Upon successful completion of the course, you will...

**(8) How can I learn more on this subject once I complete this course?**