

**BARTON COUNTY COMMUNITY COLLEGE  
SYLLABUS TEMPLATE INSTRUCTIONS**

General Instructions

1) Follow outlining rules:

**I. BOLD and ALL CAPS**

A.

1.

a.

**EXCEPTION--USE NUMBERS (1, 2, 3, ETC.) FOR OUTCOMES SECTION IV  
AND COMPETENCIES SECTION V**

- 2) Use left block style one inch margins (top, bottom, left, and right), do not indent paragraphs
- 3) Triple space between roman numerals, double space between paragraphs, otherwise single space
- 4) More specific instructions on the following pages are italicized

**BARTON COUNTY COMMUNITY COLLEGE  
COURSE SYLLABUS**

*Semester and Year in Caps and Bold*

**I. GENERAL COURSE INFORMATION**

Course Number:

Course Title:

Credit Hours:

Prerequisite:

Division/Discipline:

Course Description: *Must match catalog/website unless updating an existing syllabus or creating a new course.*



*Single Space this  
Section*

**II. CLASSROOM POLICY**

*Cannot be Altered - Use As Is*

Students and faculty of Barton County 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.

**III. COURSE AS VIEWED IN THE TOTAL CURRICULUM**

*Address General Education Fulfillment and Transferability*

**IV. ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

*Do Not Alter the Opening Paragraph Regarding Assessment*

Barton County 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  
*Number Consecutively*

**V. COURSE COMPETENCIES**

Core Competencies  
*Must be specific and measurable in behavioral objective form and parallel in structure (see attached Bloom's Taxonomy). See your associate dean for guidance. Number consecutively. Must be the same on all syllabi.*

Supplemental Competencies  
*Additional Competencies for Specific Instructor (Optional)*

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

*This section may vary. Keep concise and in narrative form.*

**VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

*Last Name, First Name. Title, Edition. Publishing Company, year. (Indent second line five spaces when reference takes more than one line.)*

**VIII. REFERENCES**

*This section may vary. May include references that have been used in preparing the course. Same format as Section VII.*

**IX. METHODS OF INSTRUCTION AND EVALUATION**

*Instructor Specific*

**X. ATTENDANCE REQUIREMENTS**

*This section may vary with instructor, but be sure to refer students to standard policy located in the student handbook and on the Barton County Community College website.*

**XI. COURSE OUTLINE**

*Abbreviated list of topics/chapters. Develop an addendum with specific assignments, not to be included here.*

## SYLLABUS ADDENDUM

Course Number:

Course Title:

Instructor:

Academic Term:

### ADDENDUM TO SECTION III

#### Course Transferability to Regent Universities

[enter course] at Barton County Community College is equivalent to:

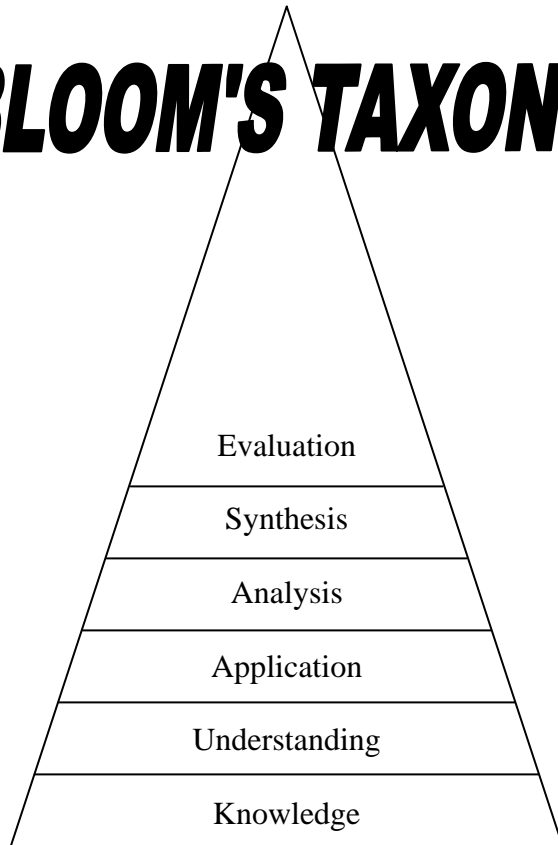
INSTITUTION	EQUIVALENT COURSE(S) <sup>a</sup>	SOURCE(S) OF INFORMATION <sup>b</sup>
Emporia State University		ESU Website <i>Include Date</i>
Fort Hays State University		FHSU Website <i>Include Date</i>
Kansas State University		KSU Website <i>Include Date</i>
Pittsburg State University		PSU Website <i>Include Date</i>
University of Kansas		KU Website <i>Include Date</i>
Wichita State University		WSU Website <i>Include Date</i>

<sup>a</sup> Highlighted (**boldface** font) courses may be used at the institution to fulfill general education requirements.

<sup>b</sup> Include both the name (location) and date of the source of information.

# **BLOOM'S TAXONOMY**

*As Referenced in Section V  
Course Competencies*



In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate