



Office of Academic Programs and Assessment (APA) » Academic Programs

HOME STAFF CURRICULUM PROPOSAL SYSTEM (CPS) ACADEMIC PROGRAMS
ASSESSMENT ESET SHAREPOINT

Syllabus - Minimum Requirements

Course proposals require a syllabus* to be attached under Documents in the proposal. Special Topics (e.g., X99), Blanket Numbered (e.g. 401-410), and Experimental (X) courses do not require a syllabus to be attached to these proposals. Each syllabus should include the following information:

- › **Course Name:** For example, Introduction to Statistics
- › **Course Number:** For example, ST 101
- › **Course Credits:** Include the number of credit hours the course meets per week/term in lecture, recitation, laboratory, etc. In the case of online courses, please comment on the number of hours on average that students will interact with course materials. For example, "This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits."
- › **Prerequisites, Corequisites and Enforced Prerequisites:** See the following link to Prerequisite Enforcement from the Office of the Registrar:
<http://registrar.oregonstate.edu/prerequisite-enforcement>
- › **Course Description:** This should be 100 words or less. Avoid phrases such as "This course is designed to...", "Students will learn..." Do not use pronouns in the Course Description.
- › **Course Content:** Include concise outline of topics and/or activities.
- › **Course Specific Measurable Student Learning Outcomes:** See [Student Learning Outcomes](#) for a definition and instructions. (For Slash 4XX/5XX courses, list appropriate distinctions in outcomes, instructional opportunities, and evaluation procedures between the undergraduate 4XX and graduate 5XX versions of the course.) For online (Ecampus)

courses, student learning outcomes must be identical to those in the on-campus course, even though the mode of delivery and course content might differ.

- › **Baccalaureate Core Learning Outcomes** per Category: All Bacc Core Courses (BCC) syllabi must include the relevant BCC category learning outcomes verbatim.
 - › (The syllabus must include verbatim) **"This course fulfills the Baccalaureate Core requirement for the * category. It does this by *."** (Take 1-2 sentences to briefly make the connection between your course content and/or approach of your course to the BCC category student learning outcomes.)
 - › Each syllabus must explicitly identify/label these outcomes as BCC Learning Outcomes for the category it satisfies.
 - › Each syllabus must include a description that helps students understand the connection between the course and the BCC Category.
 - › Within the syllabus, make clear to students how the BCC category learning outcomes will be integrated into the course and assessed.
 - › Writing Intensive Curriculum (WIC): Each syllabus must also make it clear that:
 - › Individual writing comprises at least 25% of the course grade
 - › Students individually write and revise (after feedback) at least 2,000 words in formal, graded writing - about 10 pages
 - › Revision of the 2,000-word formal writing is required, not optional
 - › The total word count for formal writing is at least 4,000 words (2,000 counted for the draft and 2,000 counted for the final copy)
 - › Informal, ungraded writing comprises about 1,000 words (or enough to make the total word count at least 5,000)

See: [Learning Outcomes](#).

- › **Evaluation of Student Performance:** In the OSU online catalog, refer to [AR 18 and AR 19](#) regarding assignment of grades.
- › **Learning Resources:** Textbooks, lab manuals, etc.; indicate if required or optional.
- › **Include the following paragraph: "Statement Regarding Students with Disabilities:** Accommodations for students with disabilities are determined and approved by Disability

Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

The DAS Statement is posted online at ds.oregonstate.edu/faculty-advisors (4/14/16).

- › **Student Conduct Expectations link:** <http://studentlife.oregonstate.edu/code>
(URL must be shown)
- › **Reach Out for Success:** University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)
- › **OPTIONAL: Student Evaluation of Courses:** The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Additional Information: [Student Learning Outcomes](#); [Slash \(4XX/5XX\) Courses](#)

***RESOURCE:** [syllabus template](#)

Revised By	Approved By	Date
Office of Academic Programs and Assessment		06/28/2019
Office of Academic Programs and Assessment		11/29/2017

	Faculty Senate Curriculum Council	11/07/2017
	Faculty Senate Curriculum Council	05/04/2012
	Faculty Senate Curriculum Council	11/12/2005

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