

Note: The syllabus minimum requirements are indicated in black texts. Additional information are optional and can be added as Instructors deem fit. Explanation and examples are indicated in orange texts.

Course Name:

Course Number:

Course Credits:

Class Meeting Times:

State the course meeting times per week in lecture, recitation, laboratory, etc. The course credit numbers and class contact hours should match according to course credits policy.

Example:

Lecture: 2hrs/week or Monday & Wednesday 10:00-10:50 am

Laboratory: 3 hrs/week or Tuesday 8:00-11:00 am

Prerequisite and/or Corequisite

Indicate 'None' if there is no prerequisite or corequisite. For additional information, see the prerequisites and corequisites policy. An Experimental "X" course cannot be a prerequisite for other courses.

Example:

Prerequisite: None

Catalog Course Description

This should be 50-100 words. Sentences should start with action words like explores, examines, emphasizes, builds etc. Avoid phrases such as "This course is designed to...", "Students will learn...". Add "(Bacc Core Course)" at the end of the course description. See course description guideline for more information

Example:

Explores _____. Examines _____.Emphasizes_____ (Bacc Core Course)

Course Content

List weekly schedule including topics and assessment. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.

Example:

Week	Topic	Assessment
1	Introduction	Quiz 1
2		
3		
4		
5		
6		
7		
8		
9		
10		
Finals		

Course Specific Measurable Student Learning Outcomes

- *What will students be able to do after completing this course? Avoid using non-measurable action word such as 'Understand' or "Demonstrate an understanding of..". See Revised Bloom's Taxonomy for a list of verbs choices. For Slash 4XX/5XX courses, list additional learning outcome(s) for the graduate level course.*
- *How will students' learning be verified? Ensure the learning outcomes are aligned with the assessment outlined under 'Evaluation of Students Performance' in the syllabus. See guidelines on students learning outcomes for more information.*

Baccalaureate Core Category Learning Outcomes

This course fulfills the Baccalaureate Core requirement for [sub-category name] in the [category name] category.

- *Include the 3 relevant category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).*
- *Make a direct, clearly stated connection between each listed Bacc Core category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.*
- *Include a clear description to students how the Bacc Core category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating "exam, quizzes, homework, class discussion" will not provide enough detail)*

Note: The Bacc Core Committee strongly suggests that the requirements associated with the second, third, and fourth bullets be placed together within a matrix table.

Example:

*This course fulfills the Baccalaureate Core requirement for **Social Processes and Institutions** in the **Perspectives** category. Human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.*

Social Processes and Institutions Learning Outcomes

Outcome	How this outcome will be addressed in the course	How this outcome will be assessed in the course
<i>1. Use theoretical frameworks to interpret the role of the individual within social process and institutions</i>		
<i>2. Analyze current social issues and place them in historical context(s)</i>		
<i>3. Critique the nature, value, and limitations of the basic methods of the social sciences</i>		

Evaluation of Student Performance

Describe how the learning outcomes will be measured through assessment. List the breakdown of the assessment (in either points or percentage) and the grading scale.

Example:

- *Discussions – 100 points*
- *Quizzes – 200 points*
- *Class Project – 100 points*
- *Labs – 100 points*
- *Homework – 100 points*
- *Midterm Exam – 200 points*
- *Final Exam – 200 points*
- *Total – 1000 points*

Grading Scale

<i>Grade</i>	<i>Percent Range</i>
<i>A</i>	<i>95-100</i>
<i>A-</i>	<i>90-94</i>
<i>B+</i>	<i>85-89</i>
<i>B</i>	
<i>B-</i>	
<i>C+</i>	
<i>C</i>	
<i>C-</i>	
<i>D+</i>	
<i>D</i>	
<i>D-</i>	
<i>F</i>	

Note for the Science, Technology, and Society (STS) and Contemporary Global Issues (CGI) in the Synthesis category: At a minimum, the course should include a single out-of-class written assignment with a minimum of 1250 words plus references that develops and sustains a critical perspective using evidence as support and a multidisciplinary approach. The assignment should include at least 2 outside sources.

Learning Resources

List textbooks, reading materials, software, equipment, etc. For cost transparency to students, it is compulsory to indicate if the learning resources listed are required or optional.

Course Policies

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

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."

Student Conduct Expectations link: <https://beav.es/codeofconduct>

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 to include in the syllabus]

Student Evaluation of Courses

During Fall, Winter, and Spring term, 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 email. 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.