Academic Syllabus

Reference: Syllabus - Minimum Requirements per Faculty Senate Curriculum Council and Office of Academic Programs and Assessment
http://apa.oregonstate.edu/syllabus-minimum-requirements

Course Title: XXX       Faculty:
Course Number: XXX Contact Info:
Course Credits: XXX Course Location: (e.g. Cascades, Corvallis, Hatfield, EOU, Ecampus, Portland)
(Include number of hours course meets per week/term in lecture, recitation, laboratory, etc.) Ex: MTWR 14:00-14:50

Course Catalog Description: (Insert University Catalog description)
For information about how to write a good course description, go to https://apa.oregonstate.edu/course-descriptions

Prerequisites XXXX (respond with None, if there are no prerequisites. This information should be the same on the CPS)
Co-requisites (delete this heading if there are no co-requisites)

Baccalaureate Core Course (BCC) Syllabus Requirements: https://main.oregonstate.edu/baccalaureate-core/current-students/bacc-core-learning-outcomes-criteria-and-rationale

Indicate that the course is an approved BCC course by making an explicit statement such as:
- 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 Baccalaureate Core category student learning outcomes).

Critical thinking
- Describe for the student how critical thinking skills related to the subject matter are incorporated into the instructional methods and will be acquired by students.
- Describe how critical thinking will be measured or assessed in the course

List the BCC learning outcomes for the category verbatim (https://main.oregonstate.edu/baccalaureate-core/current-students/bacc-core-learning-outcomes-criteria-and-rationale). These need to be listed separately from the class outcomes.

Student Learning Outcomes: see (https://apa.oregonstate.edu/outcomes-student-learning-outcomes-for-courses-and-degree-programs) for a definition and instructions. (For 4XX/5XX courses, list appropriate distinctions in outcomes between the 4XX and 5XX versions of the course.) Good tool - Bloom’s Taxonomy

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Course Content: *Concise outline of topics and/or activities with tentative scheduling, including evaluations*

Evaluation of Student Performance: *Provide information as to how the student’s performance in the course will be evaluated and how the final determination of the course will be determined. For Baccalaureate Core Courses especially, try to make it clear how your assessments are connected with or related to the learning outcomes.*

Learning Resources: *List the textbooks, lab manuals, etc...Indicate if they are required or optional.*

Statement Regarding Students with Disabilities [Must be verbatim]
"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."

Link to Statement of Expectations for Student Conduct: 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) [Must be verbatim]

Diversity Statement (Optional) – Example:
“The College of Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics."

Religious Holiday Statement (Optional) – Example:
“Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.”

Student Evaluation of Courses (Optional) – Example:
“The online Student Evaluation of Teaching system is open to students the Monday of dead week and closes

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the following Sunday. Students will receive notification, instructions, and the link through their ONID. Students may also log into the system via Online Services. Course evaluation results are extremely important and are 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.”