Boğaziçi Üniversitesi

Course Catalog Syllabus Update Guide

Kalite Koordinatörlüğü
01.08.2026

Course Catalog Syllabus Update Guide

Introduction

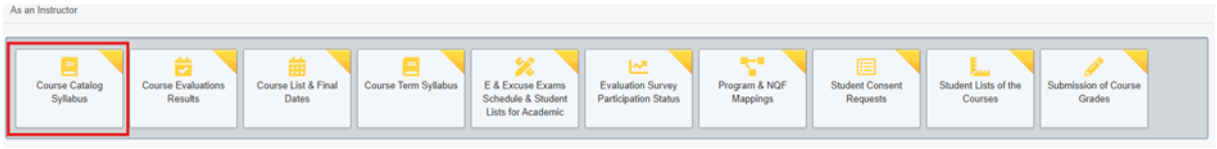
This guide has been prepared to support Boğaziçi University faculty members and instructors in reviewing and updating their Course Syllabi through the OBIKAS/BUIS Student Information System.

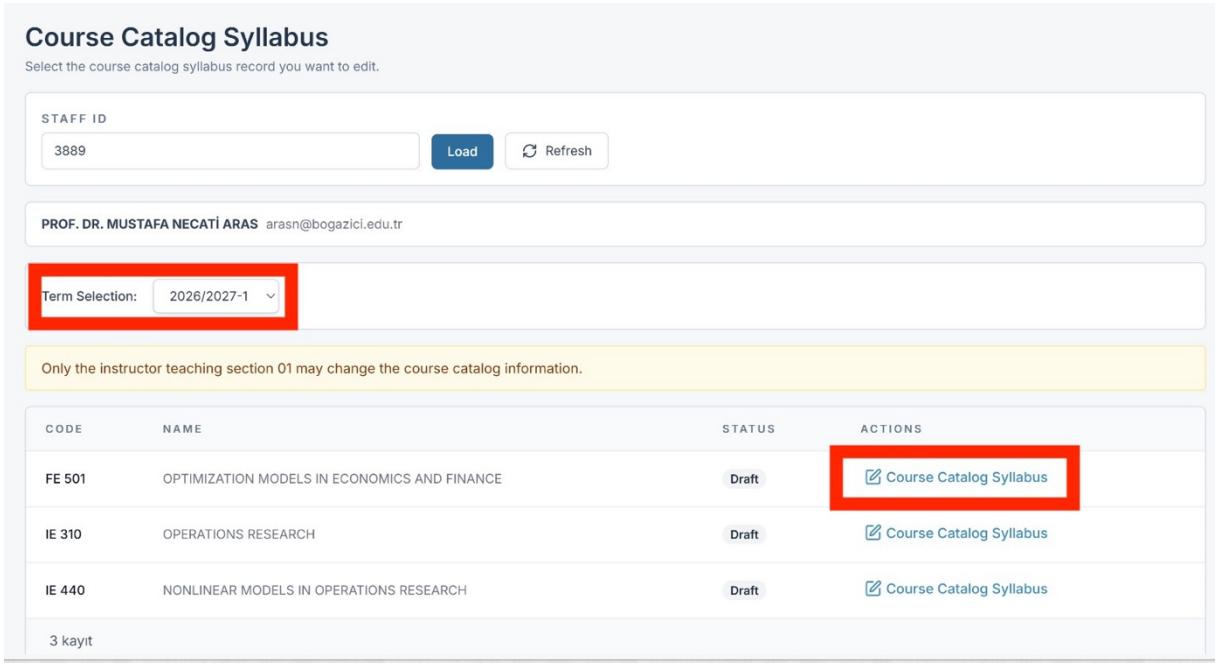
As part of the University's program evaluation and quality assurance processes, academic programs have previously reviewed their program outcomes and evaluated the alignment and effectiveness of their courses in supporting these outcomes. **The course syllabus updates described in this guide should be based on the findings and recommendations emerging from this evaluation process***.* Accordingly, instructors are expected to review and update their course information, including **Course Details, Course Learning Outcomes, Course Delivery Methods, Course Materials, Course Topics, Course Evaluation, ECTS Workload,** and other relevant syllabus components, as applicable. These updates should reflect any identified needs for improvement and ensure that course design, learning outcomes, teaching methods, assessment practices, and student workload remain appropriately aligned with the **program outcomes and 2025-2026 Academic Year program evaluation**.

The purpose of this process is not simply to update course information, but to support a **continuous improvement cycle** in which program evaluation findings inform course-level improvements. Instructors should therefore ensure that the information entered in the system accurately reflects the current design of the course and incorporates relevant improvements identified through the program evaluation process.

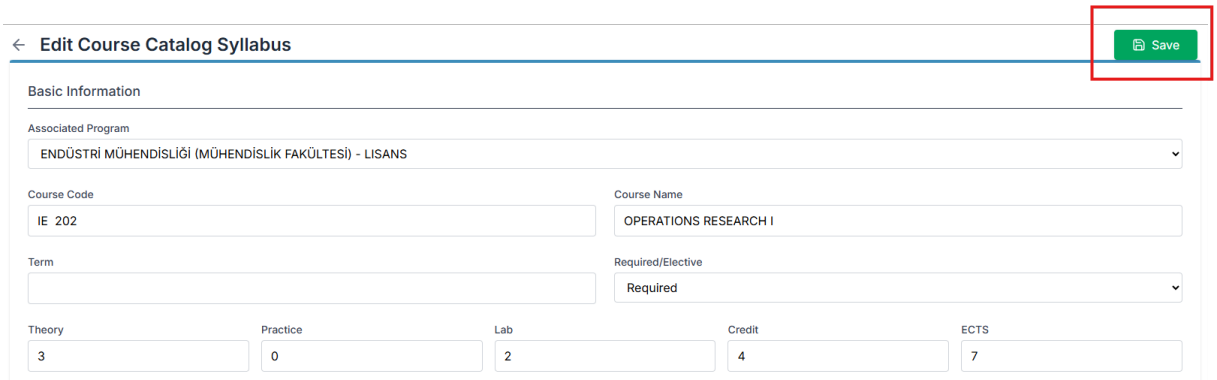
Important Note:
As this system will serve as the ***central and official platform for future program and course updates****, the information provided in these pages should be* ***regularly reviewed and kept up to date****. Any subsequent changes to course content, learning outcomes, teaching methods, assessment practices, or other relevant course information should be reflected in the system in a timely manner.*

1. **To edit the Course Catalog Syllabus**, first log in to the **OBIKAS/BUIS Student Information System**. Under the **“As an Instructor”** section, select the **“Course Catalog Syllabus”** module. From the **Term Selection** button, select the **2026–2027/1** academic term. The courses assigned to you will be listed on the screen. For the course you wish to update, click the **“Course Catalog Syllabus”** button in the corresponding row to access the editing screen.

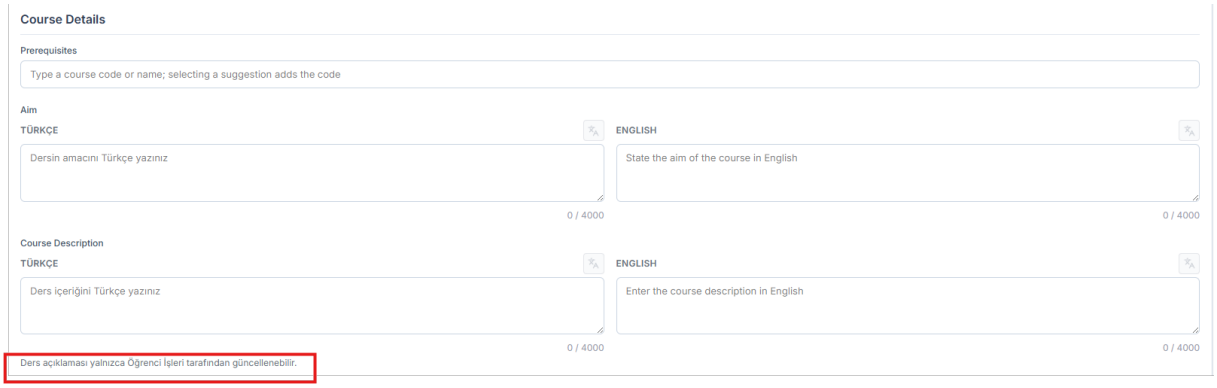




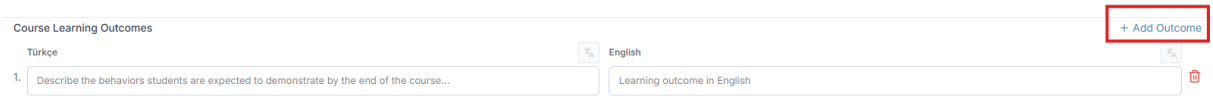
2. The information displayed under the **Basic Information** section will be automatically populated. This information cannot be edited. If any of the information is incorrect, please contact the **Registrar’s Office**.



3. Complete the information under the **Course Details** section in both **Turkish and English**. In the **Prerequisites** section, the relevant course(s) must be selected. **Course Aim** describes the overall purpose of the course and what it is intended to achieve. It should briefly explain the main focus of the course and the knowledge, skills, or competencies students are expected to develop. The **Course Description** section will be retrieved automatically from the academic catalog and cannot be edited.



4. **Course Learning Outcomes (CLOs)** are statements describing the knowledge, skills, and competencies that students are expected to acquire by the end of a course. Each course should have **3 to 5 Course Learning Outcomes**. You can add a new learning outcome by clicking the **"Add Outcome"** button.



CLOs should clearly describe what students are expected to know, understand, or be able to do by the end of the course. Each outcome should use a clear, measurable, and observable action verb (e.g., *define, explain, apply, analyze, evaluate, design*). **Avoid vague verbs such as *know, understand,* or *learn***. CLOs should be specific, concise, and aligned with the course content, teaching activities, and assessment methods. Each outcome should focus on a single learning achievement that can be assessed.

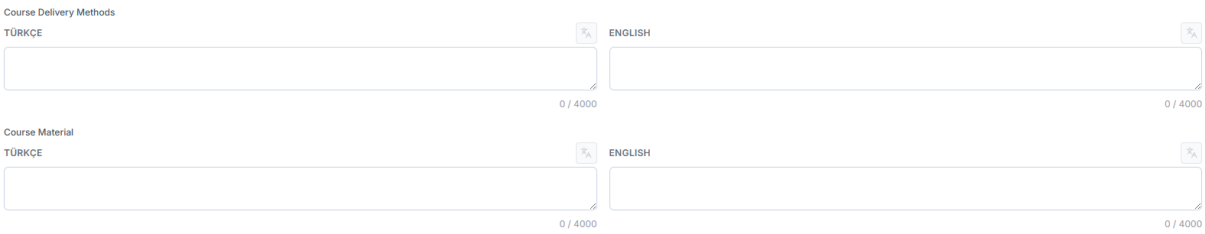
Examples of Course Learning Outcomes (CLOs)

- **Define** key concepts and principles related to the course subject.
- **Explain** the main theories and concepts relevant to the field.
- **Apply** appropriate methods and techniques to solve discipline-specific problems.
- **Analyze** data and information to identify patterns, relationships, and key findings.

• **Compare** different theories, approaches, or methods and identify their strengths and limitations.
• **Evaluate** alternative solutions based on relevant criteria and evidence.
• **Interpret** research findings and draw appropriate conclusions.
• **Design** a solution, project, or plan to address a specific problem.
• **Develop** a research proposal using appropriate research methods.
• **Demonstrate** effective use of relevant tools, techniques, or technologies.
• **Communicate** ideas and findings clearly using appropriate academic or professional conventions.
• **Work effectively** in teams to complete a project and achieve defined objectives.
• **Apply** ethical principles and professional standards in relevant situations.
• **Critically evaluate** academic or professional sources and use evidence to support arguments.
• **Create** an original product, project, or solution based on the knowledge and skills acquired in the course.

5- Course Delivery Methods refers to the teaching methods that will be used throughout the semester. Common teaching methods used in student-centered education include **Lecture, Interactive Lecture, Discussion, Problem Solving, Case Study, Project-Based Learning, Group Work, Presentation, Demonstration, Simulation, Laboratory/Practical Work, Fieldwork,** and **Flipped Classroom**.

Course Material refers to the references and learning resources that will be used throughout the semester. Please complete and update both sections in **Turkish and English**.



6- Course Evaluation section should specify the assessment methods used to evaluate and their contribution to the final course grade. Instructors should select only the assessment types applicable to the course and indicate the **number of assessment activities** and their **total contribution (%)** to the final grade.

The total contribution of all assessment components must equal **100%**. The selected assessment methods should be consistent with the course learning outcomes (CLOs) and appropriate for the nature and level of the course.

For each assessment type:

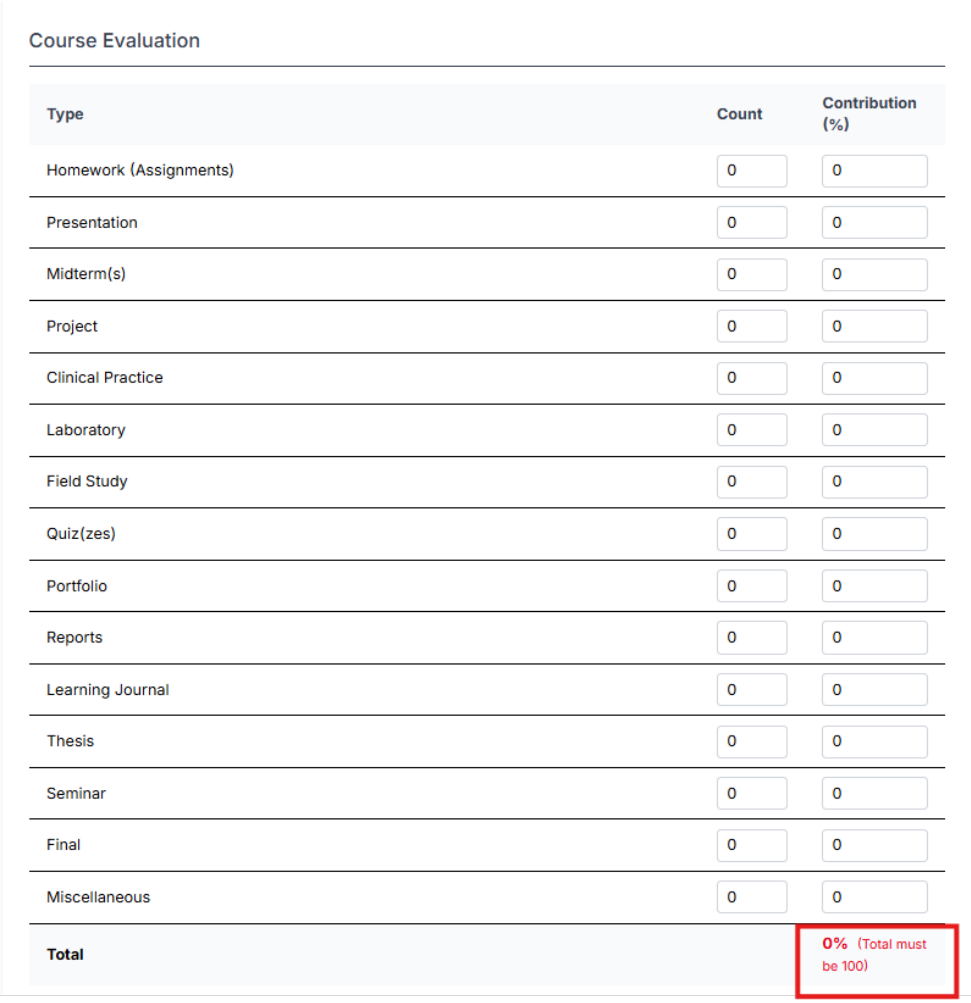
Type: Select the applicable assessment method (e.g., Homework, Presentation, Midterm, Project, Laboratory, Quiz, or Final).

Count: Enter the number of assessment activities of that type.

Contribution (%): Enter the total percentage contribution of that assessment type to the final course grade.

Total: The sum of all contributions must equal **100%**.

Assessment methods should be selected based on the learning activities and learning outcomes of the course. Not all listed assessment types need to be used.



Course Evaluation

Type	Count	Contribution (%)
Homework (Assignments)	0	0
Presentation	0	0
Midterm(s)	0	0
Project	0	0
Clinical Practice	0	0
Laboratory	0	0
Field Study	0	0
Quiz(zes)	0	0
Portfolio	0	0
Reports	0	0
Learning Journal	0	0
Thesis	0	0
Seminar	0	0
Final	0	0
Miscellaneous	0	0
Total		0% (Total must be 100)

7- ECTS Workload section is used to estimate the total amount of time students are expected to spend on a course, including both in-class and out-of-class learning activities. The workload should reflect the time required for students to successfully achieve the course learning outcomes. The calculated workload should be realistic and consistent with the course content, learning outcomes, teaching activities, and assessment requirements.

For each applicable activity, instructors should enter:

- **Activity:** Select the relevant learning or assessment activity.
- **Count:** Enter the number of times the activity is conducted or assigned.
- **Duration (Hours):** Enter the estimated time required for one occurrence of the activity.
- **Workload:** The system calculates the total workload by multiplying Count × Duration.

➢ *Only activities applicable to the course should be included. Activities with no workload contribution may be left as 0.*

➢ *For **all courses**, the in-class workload must be included the total scheduled course hours calculated as **13 weeks × weekly course hours**.*

➢ *The **total student workload must be consistent with the ECTS credits assigned to the course**. When converting the total workload into ECTS, **decimal values of 0.5 or higher are rounded up to the next whole number**.*

ECTS Workload

Activity	Count	Duration (Hours)	Workload
Course Duration	13	3	39
Out-of-Class Study	0	0	0
Homework	0	0	0
Presentation	0	0	0
Midterm(s)	0	0	0
Project	0	0	0
Clinical Practice	0	0	0
Lab	0	0	0
Field Study	0	0	0
Final	0	0	0
Quiz(zes)	0	0	0
Portfolio	0	0	0
Reports	0	0	0
Learning Journal	0	0	0
Thesis	0	0	0
Seminar	0	0	0
Miscellaneous	0	0	0
		Credit Work Load:	39
		Credit Work Load / 25:	1.56
		Course ECTS:	2

8- Course Topics section provides a week-by-week overview of the theoretical and practical content covered throughout the course. Instructors should enter the topics in both **Turkish (TR)** and **English (EN)**, where applicable.

Week: Indicate the relevant teaching week.

Theory Topics (TR/EN): Enter the main theoretical topics to be covered in the respective week.

Practice Topics (TR/EN): Enter the practical activities, applications, exercises, laboratory work, or other practice-based content planned for the respective week.

Course topics should be **specific, concise, and aligned with the course learning outcomes (CLOs)**. The weekly topics should also reflect the actual teaching schedule and workload of the course.

Course Topics

Week	Theory Topics (TR)	Theory Topics (EN)	Practice Topics (TR)	Practice Topics (EN)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

9- Program Outcomes Matrix illustrates the contribution of the course to the achievement of the program outcomes. Instructors should evaluate the extent to which the course contributes to each program outcome by assigning an appropriate contribution level.

Contribution Level:
1 – Lowest: The course has a very limited contribution to the program outcome.

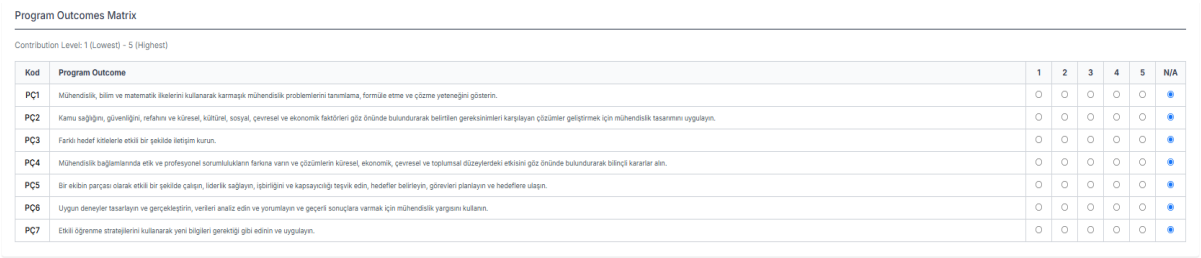
2 – Low:The course provides a limited contribution to the program outcome.

3 – Moderate: The course makes a moderate contribution to the program outcome.

4 – High:The course makes a substantial contribution to the program outcome.

5 – Highest: The course makes a very strong and direct contribution to the program outcome.

N/A: not applicable



Program Outcomes Matrix

Contribution Level: 1 (Lowest) - 5 (Highest)

Kod	Program Outcome	1	2	3	4	5	N/A
PÇ1	Mühendislik, bilim ve matematik ilkelerini kullanarak karmaşık mühendislik problemlerini tanımlama, formüle etme ve çözme yeteneğini gösterin.	○	○	○	○	○	◉
PÇ2	Kamu sağlığını, güvenliğini, refahını ve küresel, kültürel, sosyal, çevresel ve ekonomik faktörleri göz önünde bulundurarak belirtilen gereksinimleri karşılayan çözümler geliştirmek için mühendislik tasarımını uygulayın.	○	○	○	○	○	◉
PÇ3	Farklı hedef kitlelerle etkili bir şekilde iletişim kurun.	○	○	○	○	○	◉
PÇ4	Mühendislik bağlamlarında etik ve profesyonel sorumlulukların farkına varın ve çözümlerin küresel, ekonomik, çevresel ve toplumsal düzeylerdeki etkisini göz önünde bulundurarak bilinçli kararlar alın.	○	○	○	○	○	◉
PÇ5	Bir ekibin parçası olarak etkili bir şekilde çalışın, liderlik sağlayın, işbirliğini ve kapsayıcılığı teşvik edin, hedefler belirleyin, görevleri planlayın ve hedeflere ulaşın.	○	○	○	○	○	◉
PÇ6	Uygun deneyler tasarlayın ve gerçekleştirin, verileri analiz edin ve yorumlayın ve geçerli sonuçlara varmak için mühendislik yargısını kullanın.	○	○	○	○	○	◉
PÇ7	Etkili öğrenme stratejilerini kullanarak yeni bilgileri gerektiği gibi edinin ve uygulayın.	○	○	○	○	○	◉

10- Final Remarks

- After completing all syllabus entries, please do not forget to click the **Save** button located in the upper-right corner of the page to save your changes.

- For courses with multiple sections, only the instructor teaching the **.01 section** should make the updates. **Course Term Syllabus** module should be used to document and communicate any section-specific differences in course delivery or implementation.

- For instructors teaching **mass elective courses (HSS, TKL and HTR)**, the **Program Outcomes Matrix** section will not be available.

- If there is any incorrect information in the **Basic Information** section, please contact the **Registrar's Office**. If you need more information related to the content to be updated, please e-mail to hatice.ergin@bogazici.edu.tr . If you experience any technical issues, please fill the form https://iys.bogazici.edu.tr/WebForm/w4sfvy0cj4jqfx5f0ysub .

- All syllabus entries are expected to be completed by **August 31**, **2026**.

- You may visit CMPE230, GED516, PHYS326 and IE202 to see drafts.