TO: The Academic Senate

FROM: Faculty Affairs Committee (FAC)

SUBJECT: Policy on Course Syllabus Information

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the new Policy on Course Syllabus Information document, which will replace the Policy on Course Requirement Information; effective upon the signature of the President.

BACKGROUND INFORMATION: This year FAC was charged with reviewing and updating the Policy on Course Requirement Information, a document which was created in 1983. (82-83 BEC3). We were asked to consider current practices and electronic distribution. We were reminded that 08-09 CIC47 mandates that GE area learning outcomes be included on all syllabi seeking GE approval and that the WASC capacity review process asks if student learning outcomes are published on course syllabi. We were informed by the Fairness Committee about recurring problems that result from inadequate information on the course syllabus.

FAC members discussed this topic on February 16, and three committee members agreed to meet, review other CSU syllabus policy documents, and prepare a draft document. AVP Sue Opp and Fairness Committee Presidential Appointee Donna Wiley discussed their concerns with the current Course Requirement Information document at our meeting on March 2, and made suggestions for our draft document that include a list of required and a list of recommended items for the course syllabus. On March 16, we approved the introduction to the document and proposed revisions to the recommended and suggested lists. Presidential Appointee Linda Dobb shared the document with the deans and associate deans. FAC voted (electronically) to approve the document on May 2 (7-0).
Policy on Course Syllabus Information

Introduction
Instructors and students share responsibility for the success of any college course, instructors for laying out clear expectations, and students for being aware of and responding to them. The syllabus is the primary means of presenting these expectations. A well-written syllabus is a roadmap of the essential features of a course, including assignments, assessments, and learning outcomes. A quality syllabus represents an understanding between instructor and students and makes each party accountable for carrying out specific tasks in specific ways. As such, the syllabus provides a common focus and promotes academic integrity and intellectual engagement. Further, a thoughtfully designed syllabus reduces student misunderstandings, thus saving time and effort for the core task of teaching and learning. As a shorthand record of course content and activities, a syllabus also facilitates program articulation and review. For these reasons, achieving and maintaining high syllabus standards is a university priority.

The course syllabus, which instructors should place on the course Blackboard site at the beginning of the quarter, must contain the following information:

1. Name of instructor, office location, telephone number, office hours, and csueastbay e-mail;
2. Course number and title, classroom location, number of units, prerequisites, a course description, objectives and student learning outcomes;
3. Required texts and any other required and/or recommended materials;
4. Student-supplied equipment and materials necessary for course activities;
5. Course requirements and their due dates, such as examinations, quizzes, papers, field trips, and labs;
6. Grading policy, which includes the relative weight of examinations, quizzes, papers, class participation, and other factors, and the grading scale;
7. Attendance and make-up work policies and implications for grading;
8. The following statement and reference to University policies regarding cheating and academic dishonesty:
   “By enrolling in this class the student agrees to uphold the standards of academic integrity described at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.”
9. Accommodations for students with disabilities. Sample statement:
   “If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services.”
10. Emergency information. Sample statement:
   “California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist
Instructors should note on their syllabi that unanticipated circumstances, including discovery of the need to spend more time mastering particular content, may require changes to the syllabus. In such situations, instructors should discuss the need for making such changes with students prior to making them.

Faculty also are encouraged to include additional items such as:

1. Course outline;
2. Types of quizzes and exams (e.g., true-false, multiple choice, short-answer, essay);
3. Availability of appropriate tutoring services
4. Policies regarding audio and video recording and use of electronic devices;
5. Reference to University classroom behavior policies;
6. Classroom food and drink policies

This policy replaces the Academic Senate document titled “Policy on Course Requirement Information” (82-83 BEC 3 as amended).

10-11 FAC 5revised, approved by the Senate on May 31, 2011