



**FACULTY AFFAIRS COMMITTEE**

17-18 FAC 8  
April 4, 2018

**TO:** The Academic Senate

**FROM:** Faculty Affairs Committee

**SUBJECT:** 17-18 FAC 8: Addition of note on Student Conduct to the CSUEB Common Syllabus

**PURPOSE:** For adoption by the Academic Senate

**ACTION REQUESTED:** That the Academic Senate adopt this proposed addition about Student Conduct to our Common Syllabus.

**BACKGROUND INFORMATION:**

The FAC recommends that information about the CSU policy on student conduct be added to the Common Syllabus to better inform students and faculty of our standards and possible sanctions.

The common syllabus is a subset of items found in 10-11 FAC 5 revised (approved by the Senate on May 31, 2011) with additional items added with 14-15 FAC 16 revised, and 15-16 FAC 12.

The excerpted language is taken from the “California Code of Regulations – Title 5 Section 41301. Standards for Student Conduct”, and includes a weblink to a copy of the entire policy on our website. The committee vote was unanimous on April 4, 2018.



## POLICY ON COURSE SYLLABUS INFORMATION

### *History:*

*10-11 FAC 5 revised; Senate approved May 31, 2011*

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

*14-15 FAC 16; Senate approved December 1, 2015*

*15-16 FAC 12; Senate approved May 31, 2016*

***17-18 FAC 8;***

### 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. The student learning outcomes for the appropriate area(s) of GE will be included on the course syllabus of each approved GE course each time the course is taught. Instructors may include this information via links to the specific General Education area. This will alert students that the course carries GE credit and will alert any new instructor that s/he is teaching a GE course.
4. Required texts and any other required and/or recommended materials;
5. Student-supplied equipment and materials necessary for course activities;
6. Course requirements and their due dates, such as examinations, quizzes, papers, field trips, and labs;

7. Grading policy, which includes the relative weight of examinations, quizzes, papers, class participation, and other factors, and the grading scale;
8. Attendance and make-up work policies and implications for grading;
9. 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>.”

10. 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.”

11. 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 attack) may be found at:

<http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.”

12. A Note on Discrimination, Harassment, and Retaliation (DHR)

Title IX and CSU policy prohibit discrimination, harassment and retaliation, including Sex Discrimination, Sexual Harassment or Sexual Violence.

CSUEB encourages anyone experiencing such behavior to report their concerns immediately. CSUEB has both confidential and non-confidential resources and reporting options available to you. Non-confidential resources include faculty and staff, who are required to report all incidents and thus cannot promise confidentiality. Faculty and staff must provide the campus Title IX coordinator and or the DHR Administrator with relevant details such as the names of those involved in an incident. For confidential services, contact the Confidential

Advocate at 510-885-3700 or go to the Student Health and Counseling Center. For 24-hour crisis services call the BAWAR hotline at 510-845-7273. For more information about policies and resources or reporting options, please visit the following websites:

<http://www.csueastbay.edu/af/departments/risk-management/investigations/register-complaints.html>

<http://www.csueastbay.edu/titleix>

**13. The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end (<http://www.csueastbay.edu/studentconduct/student-conduct.html>)**

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.

Faculties 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