



Syllabi Checklist

COURSE NUMBER/SECTION: _____ SEMESTER/YEAR: _____

FACULTY NAME: _____

Syllabus Topic
1. Course number, section number(s), Instructor's name, number of units, semester and year
2. Section meeting day(s), time(s) and locations(s)
3. Course content and expectations defined, consistent with course outline of record. Official course outlines can be found at http://curricunet.com/chabot/search/course/
4. Instructor contact information (name, office number, email, office phone and office voice mail) (2015-2018 CLP Agreement Article 9B: Syllabus Requirement)
5. Required and recommended text(s) and supplies (2015-2018 CLP Agreement Article 9B: Syllabus Requirement)
<p>6. Instructor office hours specified (days/times) (2015-2018 CLP Agreement Article 9B: Syllabus Requirement, Article 10D.3 Office Hours and Article 18J.4 PT Faculty Office Hours/Eligibility)</p> <p>FT faculty: Five (5) 60-minute hours/week, scheduled no more than two (2) hours per day except when rescheduled by their appropriate Administrator.</p> <p>PT faculty: PT faculty, at the member's option, may elect to serve the following office hours per week based on the following loads: 3 CAH-5 CAH: 1hr; 6 CAH-8 CAH: 2 hrs (Note: During the first week of each semester, PT faculty must notify their division office according to specified timelines).</p> <p>FT and PT faculty: Up to one scheduled hour per week may be online. Faculty teaching on-line courses may hold also hold an additional scheduled portion of their office hours on-line in the same ratio as their on-line courses are to their total semester load.</p> <p>FT and PT faculty: Location for all official face-to-face office hours specified.</p> <p>FT and PT faculty: Method of contact for all official online office hours (eg. skype, CCCConfer/blackboard, email, or other electronic means) specified.</p>
7. Student responsibilities and behaviors (2015-2018 CLP Agreement Article 9B: Syllabus requirements)
8. Student grading standards defined (2015-2018 CLP Agreement Article 9B: Syllabus Requirement)
9. Official Course SLO's listed (ACCJC Standard II.A.6). Course SLOs are the Objectives Section from the Course Outline, http://curricunet.com/chabot/search/course/ . Use the label 'Student Learning Outcomes' on the Syllabus and begin the list with the heading 'Students will be able to:' etc. (Note: This follows ACCJC guidelines and not the CLP Faculty Agreement)



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Syllabus Best Practices

1. Statement on Student Conduct (reference 14-16 Chabot Catalog pg. 67)
 - Legal opinion states that a failing grade can be assigned to a particular exam or assignment (not the course) in the case of academic dishonesty.
2. Statement on any field trips or other meetings outside of normal classroom days/times and accommodations for those students who cannot attend.
3. Statement on the instructor's policy for late work
4. Statement on the instructor's policy for absences.
5. Statement on Medical Emergencies on Campus (reference 14-16 Chabot Catalog pg. 38)
6. Statement on Americans with Disabilities Act (ADA) accommodations/Disability Support Services on Campus (reference 14-16 Chabot Catalog pg. 55)
7. Course Calendar or Schedule
 - Sequence of course topics with tentative (or firm) dates
 - Due dates for and nature of assignments, exams
 - Calendar of class activities
 - Readings (including optional) and other preparations
 - List of add/drop/withdrawal dates for the section
8. The syllabus should be written in a way that welcomes students to the course, encouraging them to put forth their best efforts while making clear the instructor's expectations and guidelines
 - The tone should be respectful and encouraging to students
 - Tone communicates a helpful, positive attitude
 - Tone is motivational and nonthreatening
9. Communication of High Expectations
 - All students are expected to succeed in the course
 - Belief that all students are capable of obtaining their educational goal
 - Descriptions that empower all students to believe they can meet and excel at the course goals and objectives
 - All students are expected to actively participate in classroom discussions and rigorous learning activities