1. **Course Title, Course Number, and Code Number:**

2. **Instructor’s Name and Contact Information:**

3. **Office Hours:**

4. **Number of Units:**

5. **Support Hour Information:**

6. **Class Meeting Times and Location:**

7. **Prerequisites, Corequisites or Advisories:**

8. **Texts and/or Materials Needed for the Course:**

9. **Student Learning Outcomes/Course Objectives:**

10. **Content:**

11. **Grading:**

12. **Attendance/Withdrawal/Incomplete:**

13. **Cheating & Plagiarism Policy:**

14. **Make-up Policy for Missed Work:**

15. **Late Assignment Policy:**

16. **Accommodations for Students with Disabilities:**

17. **Date and Time of Final Exam:**

18. **Other:**

*See instructions for each item on the following pages...*
First Day Handout Instructions

Item 1. Course Title, Course Number, and Code Number:
Use the same course title and course number as on your course outline. A unique 4-digit code number will be assigned to your class each semester; this is the code number students use to register for your class. (E.g., Introduction to Sociology, SOC 1A, #0023)

Item 2. Instructor's Name and Contact Information:
Tell students who you are and how to contact you (phone #, e-mail, fax, etc.)

Item 3. Office hours:
Each full-time faculty member has five assigned office hours per week. These hours should be spread out fairly evenly throughout the week.
Specific course and students,
Adjunct faculty who do not have a paid office hour should indicate the best time a student may contact them.

Item 4. Number of Units:
How many units is this course?

Item 5. Support Hour Information:
The first day handout for a course designated as a support hour course should:
- explain the support hour requirement;
- outline how students will fulfill the requirement; and
- indicate how the support hour activities will be assessed.

The following language, with modifications appropriate for your specific course and students, is suggested for first day handouts.

Support Hour Requirement
The support hour provides students with professional assistance, supplemental instruction and remediation opportunities to help improve student success. Supervised support is offered for reading, writing, math, information technology, computer competency, and other skills outside of discipline specific content. During the semester, students will complete a variety of tasks related to this course that will necessitate the services available through the support hour. These tasks will include (list course specific tasks such as: discussion of writing assignments with lab staff; use of MS Word, Excel, PowerPoint or Access to present work or complete homework; exploration of course CD-ROM or course software; learning the basics of citing sources, paraphrasing, and avoiding plagiarism; use of SkillsBank software to review basic reading, writing, and math skills). Student use of the support hour will be assessed, as outlined in the Grading section (Instructors should include reference to graded support hour activities in Item 11).

Item 6. Class Meeting Times and Location:
Remind students where and when this class meets. A syllabus/schedule of assignments should also be included as part of your first day handout, and should outline all important dates for your class (including holidays, exams, and other major assignment due dates).

Item 7. Prerequisites, Corequisites or Advisories (specify whether required or recommended):
State, what, if any, prerequisites, corequisites or advisories are in place for this course. Indicate if these are required or recommended.

Item 8. Texts and/or Materials Needed for the Course:
List here all texts, reading materials and/or specific supplies that will be necessary for the class. Indicate if these are required or recommended texts or materials.

For textbooks, be sure to include a full bibliographic description and ISBN if you have it. For other course materials, please inform students about where to get these materials.

Item 9. Student Learning Outcomes/Course Objectives:
Objectives should be specific, measurable and should include student opportunities for the use of critical thinking. Refer to course outline item #9 for formal course objectives. More information about SLO’s can be attained through the Instructional Services Office or online at http://w5.siskiyous.edu/outline/
Item 10. Content:
List the major topics covered in the course. Refer to course outline item #10 for formal course content.

Item 11. Grading:
It is important to explain clearly, at the beginning of the course, what is required to receive a certain grade in the class. Specify points or percentages for each type of assessment, e.g., 30% essay, 20% active and informed participation, and 50% exams. In support hour classes, instructors should identify, specifically, how support hour activities will be assessed and the impact of these assessments on the student’s grade. Students should know what types of assignments are expected of them and what their relative value is. If a portion of a student's final grade will be based on active and informed participation, you must specify how active and informed participation will be assessed. For example, in a lecture class students may be evaluated on the “quality of their preparation for and participation in classroom activities, projects, and discussions.” In a PE activity class, students may be evaluated “on their daily progress in skills as measured by cardio respiratory fitness.”

There are two grading schemes possible for a course, the traditional method (A-F) and the credit/no credit method. If A-F grading is selected, indicate exactly how grades are determined by means of a grading scale. If the credit/no credit method is used, indicate exactly how a student earns a credit grade.

NOTE: In non-degree applicable courses this may be based on attendance. But attendance in itself is not a valid component in the grading of college level (degree applicable and non degree credit) courses. Some courses rely heavily on active participation in establishing a grade. This is acceptable as long as their participation is actually evaluated as opposed to being an attendance component.

Item 12. Attendance/Withdrawal/Incomplete:
Provide students with your policy on attendance, withdrawing from the course, and the granting of an incomplete.

Attendance
Attendance per se may not be a basis for assigning or lowering grades, but evaluation may be based on active and informed participation. Absence during a session when participation is being evaluated may negatively affect a student's grade, as may chronic, disruptive tardiness. The basis for evaluating participation should be clearly defined (see Grading above).

If you have a policy about students being late to class, you should put something in writing about it on your first day handout.

Withdrawal
You may adopt the COS policy on p. 150 of the catalog, or adjust it to the particular requirements of your course. Make clear the student's responsibility for initiating a withdrawal from college or from a class. Students may be referred to the COS academic calendar for important dates, such as the last day to drop a course without penalty.

NOTE: If a student has not attended or contacted you by the fourth week (census) of class, you are advised to drop students using your census form. It is a disservice to students and the community to continue enrollment for “no shows.”

Incomplete
The COS policy for granting an incomplete is found in the catalog. Forms available from the registrar and from academic advisors should be used for establishing an incomplete grade contract. Where appropriate, conditions for assigning an In Progress ("IP") grade should be explained.

Item 13. Cheating & Plagiarism Policy:
It is up to the individual instructor to come up with a fair policy dealing with cheating on a test or an assignment.

Include such things as defining cheating and plagiarism. Clearly explain the penalties for those caught cheating or plagiarizing in your class.

Item 14. Make-up Policy for Missed Work:
Each instructor should provide for students their individual policy for missed work (including tests). Indicate under what conditions missed work is accepted, and what penalties are applied, if any.

Item 15. Late Assignment Policy:
Each instructor should provide for students a policy regarding late assignments. Indicate if late assignments are accepted, under what conditions and what penalties, if any, are applied.
Item 16. Accommodations for Students with Disabilities:
Inform students about resources for students with physical or mental disabilities. The Learning Services Office (Eddy Hall 1) can provide resources/information to accommodate with special needs. You may want to included a statement about students with chemical sensitivities - in the past, profuse application of cologne/perfume has been an issue for students who are sensitive to strong scents.

Item 17. Date and Time of Final Exam:
Each instructor should provide the date and time of the final exam for the course. This is to be found in the current schedule of classes.

Item 18. Other:
Not required for Curriculum Committee approval, but all instructors need to provide a syllabus (course calendar/schedule) to students.

Some instructors are concerned that, if they include a daily- or weekly- schedule of topics to be covered, they can be held legally liable if they depart from it. One remedy for this is to state that the schedule is tentative and subject to change depending upon the progress of the class. In many cases the instructor has only limited flexibility about scheduling anyway, e.g., in a multisection course where departmental exams are administered on specific dates, or in a course that is a prerequisite for another course (the material has to be - should be - covered by the end of the course). If we expect students to meet a deadline, to plan their work, we must give them the information needed for such planning.

The calendar or schedule should also include the dates for exams, quizzes, or other means of assessment. The calendar should also include due dates for major assignments. For example, when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due? Finally, any required special events need to be included in the calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.