



Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does not constitute a binding contract with students -- a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

Instructors are encouraged to consult with the department chair and/or with the course lead instructor to determine if other discipline or course-specific elements should be included.

To assist in designing the style, tone, and other components of your syllabus (and/or your Canvas page), this checklist is organized into four sections:

1. **Required Syllabi Content**
2. **Suggested Syllabi Content**
3. **Recommended Language for Your Syllabus or Canvas Page**
4. **Helpful Links for Your Syllabus or Canvas Page**

1. Required Syllabi Content

About the Class:

- Course prefix and number (example: CHEM 101)
- Semester and year
- Meeting days, times, locations, and modalities
- Any scheduled meetings (in person or on Zoom) if this is a hybrid class.
- Define course attendance policies and what constitutes excessive absences in your syllabus (per [AP 5075 – Course Adds and Drops](#)).

About the Instructor:

- Instructor's Name
- Instructor's contact information (at minimum, email address and/or phone number). For your personal security and for FERPA compliance, please use your MiraCosta email address and not your personal email address.

About the Course Content:

- Required materials: (materials fees, textbook (full title), edition(s) and/or copyright year(s), and other course materials) (ISBN # is suggested, not required)
- Field trips or alternative assignments
- Student Learning Outcomes (from Course Outline of Record)
- Program Learning Outcomes (as applicable)
- Institutional Core Competencies (see "Important Links" below)

Accessibility Statement

Example: I have made every attempt to ensure this course is accessible for all students. If you encounter any accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so that we can investigate the matter further and provide equally effective alternatives, if needed.

Additional requirements for online or hybrid courses:

- An instructor - and/or department - established policy describing the frequency and timeliness of instructor-initiated interaction and instructor feedback, and the expectations for student participation in student-to-student interaction, are to be posted in the syllabus ([per AP 4105 – Distance Education](#))
- Description of how, where, and when course documents are made available to students.
- Support services available to online students.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Student Learning Outcomes (SLOs) and Core Competencies

Accreditation requirements necessitate all faculty provide Core Competencies in their syllabi. Methods by which faculty may want to demonstrate the linkage between their Course SLOs (CSLOS) and the [MiraCosta's Core Competencies](#) utilizing one of the following methods:

- Method 1: Insert a table in your syllabus to highlight the alignment of your CSLOs to the College's Core Competencies. *See example below)

Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of BIO 220. These are assessed using exams, projects, and other assignments.	MCC Core Competencies are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in BIO 220.
SLO #1: Student will be able to evaluate a physiological event that disrupts homeostasis.	<ul style="list-style-type: none"> • Critical Thinking, • Problem Solving, • Written Communication Skills
SLO #2: Student will be able to design a valid experiment which investigates a physiological process.	<ul style="list-style-type: none"> • Critical Thinking, • Creative Thinking
SLO#3: Student will be able to defend structure-function relationships in the human body	<ul style="list-style-type: none"> • Written Communication Skills

- * Please ensure the table is inserted with the proper accessibility requirements. Consider reaching out to [Student Accessibility Services](#) personnel for assistance.

- Method 2: Use written information to describe which of your CSLOs align to the College's Core Competencies. For example:

SLO #1: Students will be able to evaluate a physiological event that disrupts homeostasis.

This CSLO evaluates your ability in critical thinking, problem solving, and written communicating skills developed through assignments and exams in this course.

- Method 3: To save room in your syllabus, include a link to an outside document that includes the table or written information discussed in methods 1 and 2 above.

Program Student Learning Outcomes:

- PSLOs should be included on syllabi for courses that are part of the required core for that program and in the same discipline.
 - It is not necessary for other required courses in that program (i.e., courses in other disciplines, non-core courses in the same discipline) to list the PSLOs.
-

2. Suggested Syllabi Content

About the Class:

- Course Section number
- Course name

About the Instructor:

- Office hours
- Response time to email or voicemail messages.

About Attendance:

- Policy on late arrivals or early exits

About Coursework and Grading:

- Grading/evaluation structure
- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating ([per BP 5505 – Academic Integrity](#))
- Academic integrity
- Policy/expectations for the use of Artificial Intelligence
- Participation (if it is included in grading)
- Circumstances for Incomplete grade

About Your Expectations:

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect
- [Student Code of Conduct](#)
- Inform students about the unit requirements and study hours outside of the classroom.

About the Course Content:

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- Assignments
- Calendar
- Tips for success in this course

Financial Aid Satisfactory Academic Progress (SAP) Standards and Appeals Process:

The financial aid Satisfactory Academic Progress (SAP) policy requires that students maintain a 2.0 GPA and get passing grades (A, B, C, D, P) in 66.67% of their classes. Students must also finish their program before they reach 150% of the units required. They must finish a 60-unit associate degree before reaching 90 units. If a student does not meet these requirements, they will be allowed to appeal for reinstatement by completing an online request form that includes stating why they didn't meet the requirements and what they will do to improve. As part of the appeal, students will need to upload supporting documents. The complete SAP policy can be viewed by clicking this link: [SAP Policy](#)

About Support Services (see recommended language below):

- Student Accessibility Services (SAS) statement (Disability Accommodation)
- Academic support services (College Support Services)
- Student support services

Important Dates:

- Add, Drop, Pass/No Pass, Withdrawal deadlines and Census Date (found on your [SURF Class Roster](#))
- Final exam date and time

Class Roster

Faculty Center Search

[My Schedule](#) | [Class Roster](#) | [Grade Roster](#) | [My term Workload](#) | [Census Roster](#) | [My Textbooks](#) | [Canvas Combined Classes](#)

Class Roster

Term | Session

Fall 2025 | 1 Regular Start - 17 Week | MiraCosta Community College | Credit

CSIT Class Nbr & Section Change Class

Days and Times	Room	Instructor	Dates
Tu 12:00PM-1:15PM			08/18/2025 - 12/13/2025
TBA			08/18/2025 - 12/13/2025

Last Day to Drop with W 11/14/2025 *W 75% deadline

Last Day to Drop w/o W 08/29/2025 *Add/Drop 10% deadline and permission numbers expire

Census Date 09/02/2025 Census (20% date)

P/NP Date 12/13/2025 *P/NP Last day of instruction

Units 3.00

3. Recommended Language for Your Syllabus or Canvas Page

Academic and Career Pathways

[Academic and Career Pathways \(ACPs\)](#) are designed to make your academic and career journey easier. ACPs provide a roadmap that groups similar majors and courses together, helping you pick what you are passionate about, plan your education, and get a degree, certificate, or transfer. ACPs connect you to a community of learners where you can meet and engage with students who share your goals. Let's get started on your path to success! To get connected to your learning community, email ACPsuccess@miracosta.edu for more information.

Basic Needs

The benefits of including basic needs language in your course syllabi include:

- Destigmatizing basic needs concerns promoting student self-advocacy.
- Strengthening relationships between faculty and students.
- Increasing awareness and utilization of available support services.
- Supporting academic success by providing information on educational and personal resources.

Option A:

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you, or someone you know, is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's [CARE Team](#) is here to provide support and/ or help you get connected to appropriate resources. Check out their [Basic Needs Resource Guide](#) for available on- and off-campus resources. You may fill out a [CARE referral form](#) to request basic needs assistance or to schedule free mental health counseling sessions at Health Services, or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Option B:

If you or someone you know is experiencing challenges meeting basic needs such as food, housing, transportation, mental health, or other personal and academic challenges, the Campus Assessment, Resources, and Education ([CARE](#)) program is here to support you. CARE takes a holistic and compassionate approach to help students connect with on- and off-campus resources to address basic needs. Please visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the [CARE Resource Guide](#) for Basic Needs linked on their website.

Option C:

MiraCosta College offers its students support services through the Campus Assessment, Resources, and Education ([CARE](#)) program. The [CARE Team](#) is committed to taking a holistic and compassionate approach to help students succeed while addressing any challenges you may be experiencing related to basic needs such as food, housing, transportation, mental health, childcare, legal aid, and more. Students are connected to on- and off-campus resources to help meet their short-term and long-term needs, with the goal of supporting personal well-being academic success.

Here are a few ways that the CARE team can help:

- Linkage to on- and off-campus referrals
- Free food and groceries
- Medi-Cal/CalFresh/CalWORKs application and case assistance
- Access to technology resources such as computers and hotspots
- And more depending on your needs

To learn more about the services offered, please visit the [CARE web page](#) and check out the [CARE Resource Guide for Basic Needs](#). As your professor, I want to support you in the best way possible. If you have any questions about CARE, feel free to reach out. I'd be happy to connect you with the team by submitting a CARE referral on your behalf.

College Support Services

Additional college [student support services](#) are also available including: [academic counseling](#), [military and veterans' services](#), [financial aid](#), [scholarships](#), [career counseling](#), [technical support](#), [computer labs](#), and support in [language courses](#). I highly encourage you to take advantage of these free support services.

Disability Accommodations

If you have a disability, IEP, 504 plan or medical condition impacting learning and have not yet been authorized to receive academic accommodations, you're encouraged to contact the [Student Accessibility Services](#) (SAS) office. The SAS office can be reached at (760) 795-6658 or email sas@miracosta.edu. The SAS office will help you determine which accommodations are available for you. If you're requesting my assistance utilizing any authorized accommodations, please contact me as soon as possible.

Diversity Statement:

Example: It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I will strive to present materials and activities that are respectful of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel open to letting me know ways to improve the effectiveness of the course.

Hate Free Zone:

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listening to and appreciating differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. I thank you for honoring this practice and creating a brave space for us to learn and grow together.

Incomplete Grade

Students seeking a grade of Incomplete must have completed 75% of the coursework and request an Incomplete prior to grades being submitted. See [Incomplete Grade Petition](#) under Credit Forms on the Student Forms web page.

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are always connected to the Internet and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to always monitor every computer. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational trainings, scholarships for LGBTQIA+ students and their active allies, via the [SPHERE Program](#).

To ensure that an individual's name reflects their identity, MiraCosta College makes it easy for students to change their preferred/affirmed name. There are two ways for students to change their names:

- [Students are now able to change their name online.](#)
- [Students can submit a Change of Personal Information form online or at Admissions and Records.](#)

Please note: the "preferred name" field is the default field automatically used on class rosters and student ID cards, on Canvas, and to borrow items from the college library.

In **Canvas** students can select their pronouns. Find the instructions to update your user profile and add your pronouns [here](#). There are currently a multitude of options, but if your pronouns are not listed, you may also submit additional pronouns utilizing the [Pronouns Addition Form](#).

To contact the SPHERE program please email lgbtqia@miracosta.edu.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal.

Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. For more information, please visit the [Library webpage](#).

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's CARE Team is here to provide support and/ or help you get connected to appropriate resources.

You may fill out a [CARE referral form](#) to request assistance, or schedule free mental health counseling sessions at [Health Services](#) or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a [Petition for Pass/No Pass](#) to Admissions & Records by (*the last date of instruction for the course (specify the last date of instruction for your class)*). The petition [form](#) is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the [MiraCosta College catalog](#) or schedule for more detailed information.

The Learning Centers (TLC)

[The Learning Centers](#) offer a variety of free academic support services to help you succeed, including drop-in and scheduled tutoring and writing feedback sessions, as well as workshops.

- Tutors at the [Academic Support & Innovation Center](#) and STEM Learning Centers ([STEMLC](#)) encourage students to develop effective study skills and assist students with related course content.
- At the [Writing Center](#), students can write, read, revise, and practice speeches or presentations, all with the guidance of writing consultants. They offer support for any writing assignment at any stage of the process, including personalized grammar lessons, and helping to create those vital personal statements for scholarship and transfer. You can also upload a paper and receive brief video-based writing feedback, where a coach talks about your paper and shows you how to improve it on-screen.
- Locations:
 - Oceanside Campus Learning Commons (1200 building), first floor
 - San Elijo Learning Commons (100 building)
 - CLC Learning Commons in (100 building)
 - Online (Zoom)

In the centers you can access course materials, textbooks, laptops, calculators, anatomy models, and more, all available for checkout in the building. Student study rooms are also available for reservation. Visit TLC and make the most of their resources and services to achieve your academic goals!

4. Helpful Links for Your Syllabus or Canvas Page

MCC Administrative Procedures:

[AP 4105 Distance Education](#)

[AP 5075 Course Adds and Drops](#)

[AP 5500 Standards of Student Conduct](#)

[BP 5505 Academic Integrity](#)

Instruction:

[Academic Counseling: \(Credit\)](#)

[Academic Counseling: \(Noncredit\)](#)

[Academic Proctoring Center](#)

[Assistive Tools Available for Learning](#)

[Career Counseling/Services \(Credit\)](#)

[Career Services \(Noncredit\)](#)

[Core Competencies](#)

[Library](#)

[Online Education Support Resources](#)

[Student Learning Outcomes](#)

[The Learning Centers \(Faculty Resources\)](#)

- [Academic Support & Innovation Center \(formerly known as Tutoring & Academic Support\)](#)
- [STEM Learning Centers \(STEMLC\)](#)
- [Writing Center](#)

Student Services

[Campus Assessment, Resources and Education \(CARE\)](#)

[Career Resources for Diverse Communities](#)

[Food Pantry & Food Distribution](#)

[Health Services](#)

[LGBTQIA+ Resources](#)

[Military and Veterans Services](#)

[Student Accessibility Services \(SAS\)](#)

[Student Forms](#)

[Student Resources](#)

Academic Success & Equity Programs:

[Mana](#)

[Puente](#)

[RAFFY \(Resources & Assistance for Former Foster Youth\)](#)

[SPHERE](#)

[Transitions](#)

[Umoja](#)

[UPRISE \(Undocumented Student Rise in Solidarity and Empowerment\)](#)

