

MSJC Syllabus Checklist

Purpose of the Syllabus and Opportunities to Engage Students

We have spent years asking the question, “Are our students college-ready?”, but as we become a student-centered institution, we need to make systemic changes. On behalf of the Academic Senate, we would like to ask a new question: “Is our college student ready?” In answering this, one of the first places we need to direct our attention in becoming a student-centered college is to our syllabi. In essence, we need to start asking, “Are our courses ready for our students?” and “Are our syllabi creating a partnership with students?”

Mt. San Jacinto College is a mid-sized community college serving the needs of an extremely diverse community in the largest network of colleges in the world. We are proud to be a federally designated Hispanic Serving Institution (HSI), with over half of students identifying as Latinx. Founded in 1963, the college has grown to serve over 25,000 students across a large service area. Given MSJC’s strength in diversity, we encourage you to “equitize” your syllabus in as many ways as possible.

This guide is meant to assist all of us in asking some key questions about our syllabi and help us to stay up to date with the latest research and practices that have been shown to be effective in welcoming our students to the college and to our courses.

Do our syllabi:

- Include welcoming and supportive language?
- Convey excitement about the course and enthusiasm about your discipline?
- Appreciate racial, ethnic, cultural, and other diversities?
- Make clear a commitment to supporting students:
 - In achieving the course objectives and learning of the course?
 - In accommodating them if they have a disability or encounter a life barrier?
 - In connecting them to services if they should face housing or food insecurities or other challenges?
 - In lessening anxiety and stress?

According to the *Teaching Men of Color* training, students of color need four points of positive contact in order to feel supported at the college. In addition to having positive faculty contacts, research has shown that students need to feel engaged, connected, nurtured, valued, directed, and focused in order to be successful. This means that you, as an MSJC faculty member, play a key role at the college.

In contrast to traditional learning theories, Adult Learning Theory (andragogy) proposes that our students are primarily connecting their own life experience to how they perceive and retain your course content. Adult students want to determine their own plan for education and solve problems in their current life situations. This stresses the value of problem-centered instruction (active learning) in contrast to traditional instructional

methods.

This concept is valuable to consider even while writing our syllabi because we can begin to give students agency and control over their learning with some very simple steps. For instance, providing a calendar for the semester with assignments allows the student to plan ahead and conceptualize the course requirements. This would include dates, instructions, and samples of work. We can also provide links and recommendations for services that allow the student to elect for academic or emotional support.

By changing these small things, we are recognizing the andragogical shift from directing the student to allowing the student to self-direct. It is no longer the “sage on the stage,” but instead the “guide on the side.” Our desire is to empower and engage students to pursue the learning that will be lasting and impactful once they leave.

Coming onto a college campus for the first time is like stepping into another country for many of our students, who are first-generation college students who have very little context for academia, a culture in which we have fluency, yet our students are beginners. We need to keep this in mind as we guide our students through the first days of their college experience.

Our syllabi need to communicate our expectations without creating anxiety and stress in our students as they learn to navigate our college and our classrooms. We can create cooperative and safe partnerships with our students in our syllabi toward the goal of finding their and our highest potential. This is the first step in “Transforming Learners. Transforming Communities. Transforming Lives.” The MSJC vision is ahead of us and within reach.

Note that all syllabi should be provided in a printed or printable format. For online courses, all syllabi should be provided in a digital format and a printable format. All syllabi should be submitted to the Syllabus Collection Course Shell (SYLcollect) by each semester’s due date.

Syllabus Checklist (Required Technical Information)

Required Information about the Instructor:

- ☐ Instructor Name and MSJC E-Mail
- ☐ (For Full-Time Faculty) Office Hours: Modality, Meeting Times, and Location (if Zoom include link)

Required Information about the Course:

- ☐ Name of the College, "Mt. San Jacinto College," and Campus
- ☐ Semester and Year
- ☐ Course Title, Number, and Section Number
- ☐ Course Modality, Meeting Times and Location (if Zoom include link)
- ☐ Course Schedule including Dates for Each Class Session or For Each Module/Unit, Due Dates for Major Assignments/Exams and Reading, and Date and Time for Final Exam.
- ☐ (For Online Courses) Designation and Description of Real-Time, Anytime, Blended Online, Hybrid.
- ☐ Meaning of a unit/credit hour ([Example](#))
- ☐ Course Materials, Texts, OER, and/or Technology/Software
- ☐ Course Catalog Description along with a reference to any prerequisite and/or corequisite course titles associated with the course. Course description information is located in the Course Outline of Record or the [college catalog](#).
- ☐ Course Objectives for individual courses are located within the Course Outline of Records. Course Outline of Records are located on the [Curriculum SharePoint Site](#) (login required).
- ☐ Course Learning Outcomes (CLOs). The most up-to-date CLOs are available on the [MSJC SharePoint Site](#) (login required). Please, do not utilize CLOs from eLumen, CurricUNET, Canvas or instructor/department websites.
- ☐ Grading Policy which includes grading scale, types of assignments/categories with values, and clear grading expectations
- ☐ Policy Regarding Late Work/Make-Up Work ([Example](#))
- ☐ Policy Regarding Revision ([Example](#))
- ☐ Policy Regarding Dropping and Withdrawing from the Course
- ☐ Estimated Timeframes to Receive Feedback/Grades ([Example](#))
- ☐ (For Online Anytime Courses) Regular Substantive Interaction Policy ([Example](#))
- ☐ (For Online Hybrid Courses) Regular Substantive Interaction Policy ([Example](#))
- ☐ AI statement ([Example](#))

Required Information about MSJC:

- ☐ Link to [Student Support Hub](#)
- ☐ Explanation of Policy Regarding Academic Integrity and Honesty ([Example](#))
- ☐ Explanation of Support Services, including ADA Acknowledgment ([Example](#))
- ☐ Explanation of satisfactory academic progress ([Example](#))

Syllabus Checklist (Recommended Information)

More information about the instructor:

- ☐ Short bio, teaching philosophy, personalized equity statement, guidance on what to call the instructor and/or instructor's pronouns ([Example](#))
- ☐ Personalized description of office hours ([Example](#))

More information about the course:

- ☐ Personalized description of the course ([Example](#))
- ☐ Personalized description of the program/discipline ([Example](#))
- ☐ Testimonials and tips for success from former students ([Example](#))
- ☐ Classroom etiquette/netiquette ([Example](#))
- ☐ Best Practices for Inclusive Spaces for LGBTQIA+ Students ([Example](#))

More information about MSJC:

- ☐ College maps ([San Jacinto](#), [San Geronio Pass](#), [Menifee](#), [Temecula](#))
- ☐ [Academic calendar](#) and important dates. ([Example](#))
- ☐ Land Acknowledgement ([Example](#))
- ☐ Title IX ([Example](#))
- ☐ Program Maps and Career Opportunities ([Example](#))
- ☐ Transfer information ([Example](#))
- ☐ Institutional Support and Resources ([Example](#))
- ☐ First-year learning communities such as FYE, Puente, and Umoja as well as other cohort programs such as Honors ([Example](#))
- ☐ Student Complaint/Resolution Process ([Example](#))

Examples

Below, please refer to the recommendations and examples that you may consider for inclusion on your syllabus.

About the Instructor

Bio/welcome message

Sample 1

My name is Ernie Eagle (he/him/his), you may address me as Ernie, Mr. Eagle, or Professor Eagle. I prefer Ernie, Mr. Eagle makes me feel old and professor is too formal for the culture I want to create in the classroom. This semester will be the beginning of my sixth year at MSJC and the beginning of my fourth year as a full-time faculty member. My favorite part about teaching is learning with the students. There are so many different ways to analyze a lot of the concepts we will discuss, and it is great to see how you apply course concepts to real-life. Like you I am a student, I attend Claremont Graduate University, working toward a Doctorate in Political Science and a Graduate Certificate in Africana Studies. In my spare time I work out and watch sports, but my two-year old daughter takes up most of life outside the classroom, which is such a great way to spend my time.

Sample 2

I came to my love of science through a love of nature. When the time came to choose an adult life, I broke with the tradition in my family and rejected medicine. Instead, I earned a B.S. and M.S. in environmental studies. After school, I ended up living in New England, where I directed an Environmental Technology pilot program at Vermont State Colleges. I left the cold north for the humid subtropics to work on a bird research project in Florida for a year. When the project ended, I decided to return to school to pursue my greatest love—plants! I attended UC Davis where I conducted research on the evolution and phylogeny of a group of California vernal pool plants called meadowfoams, and then switched to investigating the domestication of squashes in North America, both projects using DNA and other molecular evidence. I joined the adjunct faculty of University of San Francisco and taught at American River College briefly, before getting the job here at MSJC where I have been for the last 13 years. I am active in the Honors Program and the Eagle Events committee (which brings outstanding speakers and performers to campus). I also serve as the director of the MERLOT Biology board, an initiative of the California State College system consisting of a curated collection of online resources. I live in Davis and Bishop when I am not here in Southern California. I look forward to exploring some of my favorite topics in this broad and deep class.

Sample 3

I completed my Ph.D. at UC Riverside, where I also earned my bachelors and masters. I specialize in twentieth-century American literature though I try to add variety and take myself out of my comfort zone. I'm also a first generation American (dad born in Guatemala) as well as the first in my family to go to college. In addition to teaching, I enjoy music (mostly hip hop), walking my dog, and traveling. I also practice Brazilian Jiu Jitsu at Carlson Gracie Menifee. I also live in Menifee, so feel free to say hello if you see me around town. I'm happy to talk about any of this or more!

Sample 4

My name is Professor Evelyn Eagle and I welcome you to our Spring 2022 semester. As life is slowly creeping back to a new normal after the pandemic, we are working on moving forward with personal goals and dreams. Some of us have embraced online learning, while others are reluctant to continue with distance education. I have been teaching in-person, hybrid, and online courses at MSJC since 2008. I am a wife, working mom of 6th and 11th-grade boys, a dog mom, veteran of the U.S. Marine Corps, reader, and traveler. I designed this course for busy students and first-time online learners. My goal is to be as flexible and supportive of your learning this semester while challenging you to develop your reading, writing, thinking, and research skills. Please read the entire syllabus carefully since it is designed to maximize your success.

Office Hours

Sample 1

You are welcome to attend the optional Student Hours scheduled immediately after class. Online student hours are the equivalent of going into our office to talk. There is no set lecture or activity. Please consider taking this opportunity to check to see how you are doing in the class, ask us questions about upcoming assignments, get help with your class work, inquire about college support services, the Honors Program, or other MSJC programs, talk about your transfer plans, or anything else pertaining to your academic career or that you would like to share. You can also email or Canvas message me questions or contact me to set up an individual appointment via Zoom. We are all partners in the learning process and I invite you to reach out for assistance.

About the Course

Meaning of a unit/credit hour

Sample 1

This course is worth 4 lecture units and is fully face to face. What this means is that every week we will have 4 hours of required, in-person class time, and you will have around 8 hours of homework per week.

Personalized description of the class and/or program/discipline

Sample 1

Welcome to Anth 102 – Introduction to Cultural Anthropology. I often refer to this class as the class where we study those things that you may have been told not to talk about in polite conversation, namely: religion, politics, sex, marriage roles and many other topics. Why Take This Class?: Clearly because it is the most important class at the college! Ok, being a bit more serious, there are actually several very important reasons to take this class. For Anthropology majors, Cultural Anthropology is one of the key areas of concentration within the field of Anthropology (come and speak with me about degree requirements to get a transfer A.A. degree at MSJC) and this class gives you an introduction and overview into important ideas needed for this focus and it is a major requirement at pretty much every college in the country. I completely understand that most of you are not Anthropology Majors (and I just have to ask you- why not?!?!), so what benefit does this class have for you? This class focuses on learning about humans, especially people who may have different beliefs, customs and expectations from you. There are very few jobs and interactions that will not benefit from an understanding of diversity. Medical Schools and other health career programs appreciate students who have had anthropology because it gives them the awareness needed for an effective and compassionate bed-side manner. For those of you headed to other careers, the same awareness will help with interacting with your customers, co-workers, and bosses. In addition to an appreciation of diversity, this class will also help you improve your reading and writing skills (through the required readings and projects), learn to think more critically about what you read, hear and see, and finally to perhaps consider why you do some of the behaviors that you take for granted.

Sample 2

The purpose of this course is to introduce students to the theory and practice of American Government and politics. Students will explore the institutions of government to understand how and why government affects day-to-day life. My goal in this course is not to give you another history lesson. We will explore history, but by this point in your academic journey it is likely you have had more than one history lesson. What we will do in this class is trying to have a better understanding of how history has impacted the politics in the United States. For some of you this course is a general education requirement and your level of interest in politics is minimal. I completely understand and have designed this class with that in mind. I strive to make the class relevant to everyone, even if you are not a political science major. We will cover the basic functions of government, but I will do my best to explain to you how the basic functions are relevant to you and your goals. There will be a lot of references to current events, and I

hope that you can walk away from this class with at least one “AH HA” moment.

Sample 3

Welcome to English 101! This course is meant to cover some necessary writing skills that will help in nearly every other class in your college career. Don't worry if you haven't written an essay in a while or absolutely dread them. We will be working collaboratively to avoid writing anxiety, procrastination, or sheer boredom. Instead, we will be engaging with topics that are personal and relevant while developing academic research and writing skills. This particular course will be focused on the concept of success, how it is defined, what influences it, and the larger question of how much of our success can be attributed to our individual actions versus societal influence. I love teaching this class because of the different backgrounds people enter with, and we all end up learning from each other.

Sample 4

What is a scholar? By making the choice to enroll in college, you have decided to enter the world of academia and become a scholar. But what are the implications of that choice? What does a scholar do? What ethical commitments does a scholar make?

Knowledge is a powerful thing, and the pursuit of it can have a deep impact on your life. Perhaps the biggest resource that a scholar can derive power from is a deep curiosity about how the world works. This curiosity leads them to think critically, challenge power structures, listen openly, ask provocative questions, define problems, and think about how knowledge can best improve not just their lives but the world. This course will help you transform from a student to a scholar by providing the tools that serve as a foundation for all college learning: critical reading, analytical thinking, sophisticated writing, rigorous and ethical research methods, and an understanding of how knowledge works. This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This course satisfies graduation and transfer requirements. It fulfills the following transfer requirements: Option A - D1; Option B - A2; Option C - 1A.

Why This Major?

Sample 1

If you are a STEM major, or even a biology major there are many career paths possible for you. Upon completion of a degree in a STEM field, you will be qualified to work in many jobs related to that field in academia, government, and the corporate world. Job opportunities range from technical to more people focused. For example, some STEM majors go on to work as instructional or technical aides in colleges and universities, as field assistants, or as technicians for biotechnology or chemical companies. Some work as instrument sales or service representatives. Education is a possible career path as well, ranging from museums and nature reserves to

primary school, high school, or college and university teaching. Some of these options will require additional schooling or training. If you are prepared to pursue graduate school, you can go into healthcare, life or physical science research, engineering, computer science, or math related careers (statistician, actuary, economist). Please meet with a STEM counselor and get to know the STEM faculty at MSJC.

Sample 2

This class may be the only history course you take at MSJC or it may be the first of many on your path toward obtaining a History A.A.-T Degree at our college as you go on to pursue a B.A. at a four-year institution. History majors can go on to gain employment at locations such as teaching institutions, government agencies, museums, libraries, archives, historic sites, corporations, and foundations. Consider exploring your academic options and transfer plans by accessing the History resources available in our class Canvas site, checking out our department's history offerings, going to see a counselor at least once a semester, speaking with History faculty, and investigating mentoring options, summer programs, and research opportunities offered by four-year universities that are designed for community college transfer students.

Sample 3

Language is power. In English and Literature, we ask relevant questions to understand how power works and for what purposes. We explore meanings and unearth assumptions by analyzing issues that demand attention, such as race, religion, sex, gender, and class. We delve into fiction, drama, poetry, and non-fiction to grow, learn how to navigate uncertainty, and build empathy. We offer spaces where you can engage in academic and creative thinking and writing. We do this because we know strong reading, writing, and thinking skills will empower you to be a leader in your community and in a wide range of careers. Most importantly, we strive to help you develop your voice so you can be heard.

Testimonials and tips for success from former students

Sample 1

"Now that I have completed research methods, I am more confident in writing a research paper and have a general idea on how to get through one on my own. A piece of advice that I would offer to you would be to stay on top of your work. Know your strengths and weaknesses when it comes to academic work and utilize them to get you through the semester successfully. Make sure you are turning in all of the work! Even the five point review assignments are important to turn in because it can make or break your overall grade. Another piece of advice I would give you would be to have good time management. If you work and go to school full time, I

would recommend working on your paper in segments, such as working on a certain section each day. It is better to do your paper in segments rather than all at once because you tend to lose focus when you are jumping back and forth with the different sections in your paper. I would say that with each paper I have written in this class I got better with practice. If I could do it all over again, I would have liked to know that everyone else is in the same boat as me.

What I mean by that is that everyone else was just as anxious as me. Many of my classmates had a fear of ridicule or being judged over their papers. The professor is there to help guide you with constructive criticism to improve your papers. I would also like to have known that there are people in the Learning Resource Center to help with my paper and that there is also online tutoring as well if you have a tight schedule due to work and school."

Revision Policy

Sample 1

Failures — the unavoidable price of success. Much of the work you do in college is high- stakes because you get only one chance to turn it in. The cost of failure is often high.

Most likely, throughout your education, you have come to think of failure as unfavorable. Failure typically has a decidedly negative impact on your course grade and ultimately on your GPA. Even worse, failure is often experienced as shameful. We believe this is not a productive way to view failure. William Whewell (who coined the term "scientist") summed up our attitude in six words: "Failure is a step to success." This is partly because success is never possible without taking risks, which inevitably means failing sometimes. Failure is not the enemy of success—refusing to try new approaches (to "think differently") is the real problem. The path to learning always involves productive failure and self-reflection.

There will be revisions. We very much want to create a culture in this class that encourages creativity and calculated risk taking — one that takes the stigma out of failure. We believe failure should become a learning tool. In that spirit, we will give you the opportunity to make failure productive in this class. We have designed the coursework so as to leave ample room for error without compromising your eventual success in terms of learning and your grade. We want you to maximize your learning and learn to feel comfortable with the (productive) failures that go hand-in-hand with creativity. If something you submit does not meet the specifications (this will happen regularly), you will have an opportunity to revise and resubmit your work to show that you can meet the specifications. You will always receive detailed feedback from us that will allow you to improve your learning. Be bold and take risks! Failure, even

repeated failure, is a healthy and necessary part of becoming successful. You can rest assured that the assessment in this course does not penalize you for any failures you may encounter on the way to success!

Sample 2

Sometimes it takes some practice to nail down the skills we are learning. That's okay!

I'm more concerned with you leaving the course with the skills than how many times it takes us to get there. Any of the first three, out-of-class essays (excluding deductions for missed peer reviews, lateness, plagiarism, or a failure to meet the minimum qualifications of the assignment, including but not limited to length and source requirements) may be resubmitted for a revised grade. To resubmit an essay, you must first meet with me to go over our plans for revision. Resubmissions are due two weeks after graded drafts are handed back to the class.

Late Work Policy

Sample 1

Students may encounter significant health issues, family concerns, or other challenging situations while taking this course. Please contact me if you would like to request an extension on course assignments or exams. If you miss an assignment or exam, please do not give up. There are opportunities to still turn in your work but please do reach out to me to let me know how you are doing so I can help support you. Although I will not be able to relieve you of the responsibilities of course assignments, I can suggest strategies of how to prioritize the work you have remaining. Please also do your best not to fall too far behind in the course as it may impact your ability to receive peer reviews and timely feedback on scaffolded assignments.

Sample 2

All due dates are listed on the schedule. Because I have structured this course to build upon itself throughout the semester, repeatedly turning in assignments late interrupts the flow and progress of the class. The assignments are there to help you get an "A" so view them as small stepping stones towards getting the grade we both want for you.

Because everything is built in a sequence, there are times I cannot accept late work; however, because I know life happens, if needed, you must reach out to me to arrange an extension before the assignment is due. I can only accept late work if we are still working in that particular unit. For instance, a Unit 1 assignment cannot be turned in if

we are working on Unit 2. Essays have their own policies described below. In all cases, communication is key!

The bulk of your grade will come from your essays. Don't let that scare you! The essays slowly get more challenging but by the time we reach the final research essay, you will have many tools to help you succeed. Also, you will be choosing the topics for the majority of your essays. This is meant to make it so you can really pursue what interests you and what you think matters. Please start a dialogue with me early to nail down a topic if you're struggling.

For essays EXCEPT THE LAST OUT OF CLASS ESSAY, I will allow a no-questions-asked late paper on any of the first three essays. You will have a maximum of two weeks after the due date to use this one-time opportunity. To do this, leave a comment on your assignment submission with the following: "I, YOUR NAME, am using my one-time late essay pass. I will have my essay submitted by DATE." If you don't do this, I won't know you're using your pass so I may score the paper as a zero.

Sample 3

Students should complete all class work and assignments by the given due dates. All due dates are provided directly in each activity, in the Calendar, and in the Syllabus Course Summary. Course work submitted on time will receive instructor feedback within 2 weeks. I understand that "life happens". If you are unable to complete an assignment by a given due date, please email me to let me know. I will gladly accept your assignment after the due, and I will not deduct points from the late assignment. However, please note that the assignment may or may not receive instructor feedback and/or will be graded after the assignments that were submitted by the due date. Instructor feedback is critical to your success in this class as it allows you to see what you excelled on, where you may need to improve, and/or what you may need to learn. My feedback is often constructive and Socratic to stimulate your critical thinking.

Grading/Feedback Policy

Sample 1

I will post grades and feedback in Canvas Grades which you can consistently check throughout the term. This will be a useful way to stay apprised of your standing in the class. Quiz results are posted immediately in Canvas. Scores and feedback for major written work generally may be posted within (insert time frame) weeks at a minimum. You can learn more about accessing feedback in Canvas Grades here. If you have a question about a grade you received on an assignment or exam, please contact me as soon as possible so there is still time in the term for you to ask questions, make adjustments to future coursework, and complete extra credit submissions if

needed. Consider requesting an online Zoom meeting with me to discuss how things are going, examine study strategies, and go over future assignments to build on your class success.

Estimated Timeframes to Receive Feedback/Grades

Sample 1

Grading for course assignments and projects will follow behind the class due date approximately one to two weeks for weekly assignments, and 2-3 weeks for larger assignments. I typically grade whenever possible scheduled around my other responsibilities and commitments. I will provide rubrics for assignments for immediate general feedback for student review and I may also offer specific feedback using direct comments on assignments. I will provide comments for suggestions, improvement, and positive feedback related to your work, so please check for feedback regularly. If you desire more feedback and want to review an assignment together for direct, real-time feedback, let's schedule a time to review the assignment together. Many students have said they love this approach to receiving feedback on their course work.

Classroom etiquette/netiquette policy

Sample 1

Any and all class online meetings or office hours will be conducted on Zoom. Please practice the same etiquette you would use in a physical classroom setting such as not interrupting anyone while they are speaking and limiting as much background noise as reasonably possible. During class meetings, I encourage you to leave your microphone muted until you are ready to participate so background noise doesn't interrupt the class. If you are using Zoom on a laptop or desktop computer, you can hold the SPACEBAR to unmute yourself while speaking; letting go of the SPACEBAR will then mute yourself again. If you are using Zoom on your phone, you can swipe to the left-most screen while in the Zoom application to enable a "Tap to Speak" function; however, this will take over your phone screen and you won't be able to see who is speaking. You can also tap on your phone screen during the Zoom call to display Zoom's tools at the bottom of the screen, where you can then click on the microphone symbol to mute and unmute yourself.

Sample 2

Inclusion, Dignity, and Respect Myth 1: Learning online is anonymous and isolating. Myth 2: All opinions are logically valid. Reality and Real Talk: Each of you makes the course interesting! Diverse identities and perspectives are valued and vital in this course to help us learn from and with each other. Disagreement can be important to the learning process. Discuss your perspectives by explaining and supporting your ideas with clear logic and

examples. Asking questions and getting curious about differences are powerful learning tools! Not all opinions are logically valid. Valid opinions are based on credible examples or evidence and logical reasoning. A person may be honestly misinformed or speaking from limited experience. Our job as learners is to be honest about the limitations of our direct experience, reflect on differences of opinion, and arrive at the most logical conclusion based on consideration of diverse sources of credible evidence. You may challenge or be challenged by your instructor, the readings, or other students' ideas. Questioning logic, evidence, or examples strengthens critical thinking. You may not respond with personal attacks or harassing comments. Policy: You are part of a learning community and are responsible for your language and interactions with classmates and your instructor. Distracting or hostile behavior affects everyone's experience. Remember to avoid typing in ALL CAPS since that is the online version of YELLING AT PEOPLE. Any instance of insulting or harassing discussion posts will not receive credit and may be deleted. Students who are continually disruptive, hostile, or harassing to other students or the instructor will be reported to the Dean of Students. Show respect for yourself and others by being responsible for your ideas and language.

Sample 3

Tips on "Netiquette" (borrowed and amended from Lake Superior College):

1. Behind Every Name There is a Person
2. Respect the privacy of your classmates and what they share in class.
3. Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
4. Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.
5. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.
6. Be respectful of each other. We're all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.
7. Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet there are no take backs.
8. Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.
9. Be aware that typing in all capital letters indicates shouting.
10. Be careful with humor and sarcasm. Both can easily be misunderstood!
11. Review all discussion postings before posting your own to prevent redundancy.
12. Check your writing for errors by reviewing what you've written before submitting it.
13. Acronyms (LOL, etc.) and emoticons - such as :-) are commonly used online to help convey meaning for less clear statements, but be careful not to overuse them.
14. Many communications with your instructor or fellow students are best handled through email. Only post on the classroom discussion board if the conversation is relevant to others in the class. In general, the best guide

to online netiquette is common sense and common courtesy. Just give others the same respect and consideration that you'd expect them to give you.

Online Communication/Regular Substantive Interaction Policy

Sample 1

My goal is for this to be an interactive class which means that you can expect to regularly interact with me and with each other. Just like an in-person class, we all benefit from your voice and presence in the class. I am here to help through email or Canvas message, and you can expect a response within 24-72 hours M-F. Additionally, I have designed ways to help you work with you stay in contact with me and your peers, such as in-class discussions and announcements.

Discussion boards will be completed throughout the course related to various topics. These discussions are available on our course site and will be discussed during lab sessions with time aside to complete these assignments. These are intended to supplement your learning of the major topics and research projects. They are designed to be collaborative and give you an opportunity to apply the topics and concepts we will learn throughout the course, as well as engage in peer partnership, and practice scientific writing. It is intended that these assignments serve as foundational "building blocks" that support student efforts on our research projects and papers throughout the course.

Discussion boards can create discussions in asynchronous classes. Students can express themselves in written form if they are not comfortable with public speaking. Discussion boards can be a great tool to examine your beliefs on a political topic and have a free exchange of ideas. Taking ideas and putting them into your own words and opinions can help students to learn different chapter concepts.

Sample 2

Please check your college e-mail daily and set notifications on the Canvas app. If I need to cancel class, I will make every attempt to e-mail you at least 2 hours in advance. All communications in this class will utilize MSJC email--no other e-mail accounts will be accepted for legal and logistical reasons. It is best to contact me through Canvas messenger because I check that more regularly, and I receive far fewer messages there so it can help yours not get lost. I check messages during business (M-Th 9am to 5pm; F 9am to Noon) but do occasionally check them at other times and on weekends, so you may get responses then, but it is not a guarantee. I will try to respond within 12-24 hours during business hours. Because of federal regulations, I cannot discuss grades or personal information via email other than Canvas, nor can I talk to parents or other individuals.

Regular Substantive Interaction Policy

Sample 1

Title 5 & CCC DE Guidelines require colleges to develop a policy regarding Regular Substantive Interaction that addresses "the type and frequency of interaction appropriate to teach a distance education (DE) course section or session". All online courses at MSJC include Regular Substantive Interaction as described in the contract. To facilitate instructor-to- student, student-to-instructor, and student-to-student communications, I have designed the following ways for you to stay in contact with me and your peers:

Announcements - Regularly, you will receive an announcement with a brief overview of the upcoming module and estimates of how long it will take to complete each part of the module.

Discussion Boards - Each module provides an opportunity for students to post questions and seek answers. In addition to that, MyOpenMath allows creating specific problem- based forums for students to interact with each other.

Grading/Feedback - The homework and quizzes are graded automatically making the feedback available to the students immediately. All the problems on the homework and quizzes have detailed solutions written by the instructor. In addition to standard homework assignments that are graded automatically, there will also be a sequence of individual assignments for which students receive individual feedback. Lastly, students may schedule a post-exam interview to get personal feedback if they desire.

Messaging - Students have access to the instructor's email, phone number, personal zoom meeting, and Canvas inbox. Students shall expect to hear back from the instructor within 48 hours.

Sample AI Syllabi Language

While the AI policy itself is yours to create, you are required to have one. Here are three options you are welcome to use verbatim or adapt.

Option 1: Not allowed in class example:

By now, you may be familiar with ChatGPT and other AI language models some students use to enhance or complete their assignments. In my class, you are not authorized to use AI language tools, software, or artwork-generating programs (or similar programs) to produce work for this class. Work written by or created by AI tools is not your own original work, and moreover, the work is ultimately plagiarized from the various sources the program gathers information from. Therefore, work generated from these tools is not accepted in this class.

Option 2: Allowed in class example with caveats:

By now, you may be familiar with ChatGPT and other AI writing tools that some students use to enhance their writing, including writing for them. Generally speaking, you are not authorized to use AI writing

programs, software, or artwork-generating programs (or similar programs) to produce work for this class **except** when I explicitly include these programs as part of an assignment. You will receive significant guidance on appropriate ways to use these tools and technologies. I will provide additional information with each assignment.

Option 3: Allowed in class:

Example 1

By now, you may be familiar with ChatGPT and other AI writing tools that some students use to enhance their writing, including writing for them. Generally speaking, you are authorized to use AI writing programs, software, or artwork-generating programs (or similar programs) to produce work or edit work for this class. You are, however, required to cite the tool showing which pieces of your work were generated and/or enhanced with the tool.

Example 2

In an effort to promote adaptive learning and the integration of new technologies, students are permitted and encouraged to use AI Language Models, like ChatGPT, in this class for academic purposes. This tool can be an effective aid in research, brainstorming, and understanding complex topics. However, students are reminded to:

1. Remember these tools are not substitutes for original work.
2. Ensure that their usage is relevant to the topic at hand.
3. Not become overly reliant on AI tools; it should complement, not replace, individual critical thinking.
4. Always cite information or ideas sourced from AI Tools, just as with any other resources.
5. Respect classroom etiquette; do not disrupt others while interacting with the tool.

Please note that while these can be valuable tools, the ultimate goal is for students to cultivate their own understanding and perspectives on topics. Always strive for a balance between technological aid and personal insight.

About MSJC

Important dates

There are some important dates that students should be aware of while enrolled in this course. You can learn more about the important dates by visiting [Enroll at MSJC | Mt. San Jacinto College](#)

Explanation of I/W/EW

Before making the decision to drop the course, please discuss your options with the instructor and an academic counselor. For more information about the I/W/EW visit [Grading Policy < Mt. San Jacinto College \(msjc.edu\)](#).

Land Acknowledgement

We at MSJC honor the first people and the land they allow us to share with them by acknowledging the Cahuilla and Payóm-kawichum. People as the traditional land stewards and caretakers of much of the Inland Empire in general and Mt San Jacinto College in particular. We would like to pay our respects to these People, their Ancestors and their Elders past and present. Achamé!

Institutional Support and Resources

Sample 1 (MSJC Support Services Statement)

We are here to help you succeed! MSJC has many tools and services to help you be successful in your courses, and most can be accessed through MSJC.EDU/HUB.

- We have free tutoring and workshops available through the Learning Resources Centers or Career and Technical Education Tutoring Centers, as well as access to technology and research assistance in our campus libraries. Some classes offer additional support through SI (Supplemental Instruction) and embedded tutoring.
- Additionally, there are several programs and resource centers aimed at helping students get extra support like EOPS, CalWORKs, the Career and Transfer Center, the Eagle Access Center, the Veteran's Resource Center, and the Honors Program.

We also offer support for students with diverse abilities and needs through the Accommodation Service Center (ASC, formerly Disabled Student Programs and Services) because Mt. San Jacinto College values students regardless of ability and abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. The Learning Skills Program offers individualized support for students with learning disabilities.

And, we understand that our students have needs beyond the classroom. We have Health Centers at both campuses, including Mental Health Services, a childcare center at the San Jacinto campus, as well as support for students who are experiencing housing, food, or financial insecurity.

For more information and details on any of these services, please visit www.msjc.edu/hub

Sample 2 (Information about Mental Health Counseling and Student Health Center)

Are you feeling stressed? Anxious? Isolated? Overwhelmed? Depressed? Let us help! Your Student Health Center is excited to launch our NEW telehealth option for personal counseling. We are here to support you in any way we can! Register and schedule your appointment. (Links to an external site.)

Did you know your Student Health Center has medical staff on each campus to assist you with your medical needs? Each of our campuses is staffed with a Registered Nurse that consults with a Physician Assistant weekly to provide care to you! In need of a physical? Birth control? Lab Work Completed? STD Screenings? Meet with our Physician Assistant on Wednesdays! Register and schedule your appointment (Links to an external site.)

Have questions regarding Women and Men's Health? Immunizations? Meet with our Registered Nurses! Just wanting a chill place to escape and relax? Visit one of our Health Centers (Links to an external site.) to play with our VR experience goggles, sit in our massage chair or even just enjoy the ambiance of your friendly Student Health Center. Stop by and meet your medical team! We cannot wait to serve you!

Sample 3 (Information about financial resources, such as EOPS, Basic Needs Center, and the Foundation Pledge Program)

[Scholarships](#) are a great resource to help with the cost of your college education. The MSJC Foundation offers scholarships for continuing and transferring students to assist with the costs involved with attending MSJC.

The [Financial Aid Office](#) at MSJC is here to assist you and your parent in navigating the financial aid process, including applications and disbursements, information about the financial aid process, available workshops, and orientations available to you and your parents. We encourage you to utilize our resources and take advantage of the aid programs available to help alleviate the financial burden of paying for college.

[Eagles Landing](#) is a center for student essentials that provides help and resources for crises and emergencies, food and housing insecurities, health insurance, and mental health services.

Title IX Statement

MSJC is committed to providing an academic and work environment free of sexual misconduct in all forms. Those seeking support, information, and resources related to sexual harassment, sexual assault, dating violence, domestic violence, and stalking may visit www.msjc.edu/titleix to report an

incident or contact the Title IX Coordinator directly. While instructors are required to share information regarding sexual misconduct with the Title IX Office, confidential in-person/telehealth counseling is available through the Student Health Center by emailing healthservices@msjc.edu or calling (951) 465-8371. Other confidential resources can be found on MSJC's Title IX at www.msjc.edu/titleix.

Program maps and career opportunities

Programs are arranged into Pathways. Each pathway is designed to create a path to a career and academic degree, certificate, concentration or skill set. For more information about your particular pathway, visit:

<https://www.msjc.edu/pathways/> and <https://msjc.edu/careercenter/>

Transfer information/local program spotlights

MSJC's Transfer Center is dedicated to providing strong and comprehensive services for students to achieve their educational goals. Through quality professional services responsive to your individual needs, you will receive all the information you need to transfer. The Transfer Center will set you up with a counselor to formulate a comprehensive transfer Student Education Plan and assist you in applying for transfer to a four-year college or university. For more information visit:

<https://www.msjc.edu/transfercenter/index.html>

Best Practices for Inclusive Spaces for LGBTQIA+ Students

- Include pronouns in instructor's bio and/or information.
- Include a statement about how to address you and each other that explains pronouns.
- When taking roll or calling names, it is best to only use last names or ask students to say their names. Sometimes the name listed on a roster will not reflect a student's chosen name or current identity for a number of reasons. A name change can cost a minimum of \$500 and take several months, so this is not always feasible. There are some students, too, for whom it may not be safe or could impact their housing situation to do so.
- Be conscious of activities such as "ice breakers," considering the ways in which some questions may put students in positions where they may have to "out" themselves or have to hide their identities.
- It can be useful to include on the syllabus and to be aware of all gender restrooms on campus. Though future buildings will include more availability, our current all gender restrooms are available in: SJC buildings 1100 and 1970; MVC buildings 500, 700, 800; TVC 2nd and 4th floor. These restrooms are now identified on current campus maps.
- It can be helpful to send an announcement before the first day of class asking if students have anything they would like you to know ahead of the first day, such as accommodations or chosen names.

- Provide instructions on how to update preferred name with the college at <https://www.msjc.edu/enroll/Chosen-Name.html>.

Sample 1:

In this course, you can call me _____ and use __pronouns. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me, the instructor of record, with the student's legal name. I will gladly honor your request to address you by an alternate name or specified gender pronouns. Please advise me and class members, when appropriate to you, of this preference early in the semester or when you can or as the need arises. If you would like to update your name with the college, you can find resources on how to do this at <https://www.msjc.edu/enroll/Chosen-Name.html>. Additionally, you can update your pronouns and name in your Canvas profile. I understand that this might be new information to many of you, so here are two resources with more information about trans nonbinary identities and about how to use pronouns: <https://transequality.org/issues/resources/understanding-non-binary-people-how-to-be-respectful-and-supportive> and <https://www.transhub.org.au/101/pronouns>.

Student Complaint/Resolution Process

Sample 1

We are all partners in the learning process and I invite you to reach out to me for discussion. If a situation arises in the course however and you feel it cannot be resolved through communication with me, you can contact my Department Chair (insert the chair's name and the email) for assistance.

Equity Statement

Mt. San Jacinto College is committed to supporting the diversity of its students and communities and as such, this virtual classroom will be a space committed to anti-racism, anti-sexism, and anti-homophobia. I believe it is important that our class is a space where we can work to understand ourselves and others better. To do this, we must have respect for each other and treat each other with dignity, which requires that we value and affirm each other's experiences.

We, the Mt. San Jacinto College Faculty, Classified Professionals, and Administrators, acknowledge there are systemic barriers that have historically excluded and prevented equal outcomes for students on the basis of:

- Race/ethnicity
- Gender Identity and Expression
- Sexuality

- National Origin
- Socioeconomic status
- (Dis)Ability
- Language
- Religion
- Age
- Physical Appearance
- Intersections of these identities.

Therefore, we define equity as an investment and commitment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment. As such, we are dedicated to challenging our perceptions, biases, and blind spots through self-reflection and constant inquiry to identify and eliminate equity gaps and reinvest in our communities.

Our purpose is to celebrate diversity, instill hope, and empower our students to transform their lives and those around them.

Descriptions of Programs

The Honors Enrichment Program

The Honors Enrichment Program is designed to provide students with a community of support at MSJC as they prepare to transfer to four-year institutions or enter the workforce. Student members can enroll in Honors classes that afford them a chance to work one-on-one with faculty members, engage in research, and further enhance their critical reading, writing, oral communication, and presentation skills that will help them be successful in their current college coursework and as they embark on their academic and professional careers beyond MSJC.

Student members have access to early registration, orientations and workshops, Honors Counselors and Student Mentors, Honors Study Spaces at the Menifee Valley and San Jacinto Campuses, leadership opportunities, scholarships, and transfer agreements with local and out- of-state universities. You do not need to have been an Honors student in high school nor do all of our members qualify to join Honors based on their GPA. Applicants can have just started their time at MSJC, or they may be entering their last semester at the college. Even taking one class in Honors can be a valuable experience. If you are interested in learning more about the Honors Program, please visit the Honors webpage where you can access an online application to apply.

Puente Program

Puente is a two-semester program designed to help students adjust to college life and prepare for transfer to four-year universities. The program is unique in that it explores the Latino/a experience through literature.

Puente is open to and welcomes all MSJC students. Its mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

Academic Integrity and Honesty Statement

Sample 1

As an academic institution, we see great value in your ideas, words, and work. To maintain academic integrity, do your best to do your own work and give credit to others where necessary. Cheating or plagiarism are taken very seriously and can result in disciplinary measures, such as no credit on the assignment or formal student conduct

processes. Plagiarism occurs when you use someone else's ideas, words, or work as your

own, or when you submit work for credit that has already been submitted for credit elsewhere. If you have any questions or unsure how to acknowledge a source or if an action is okay, please talk to me or visit the Learning Resource Center.

Sample 2

Plagiarism is defined as the submission of another's work or ideas as your own. This includes having others complete your assignments as well as copy and pasting from the internet or another source. All essays will run through Canvas before they are graded. These must be submitted as Word documents (No PDFs or Pages) to be graded. I do not simply look at the percentage matching (some percentage is fine and even required at times). However, if intentional plagiarism is found, we will have to consult academic affairs for our next steps. I know that most of the time plagiarism is an act of desperation and not dishonesty. If you ever feel like you're close to that point, send me an email so we can set up a time to talk and make a plan.

Satisfactory Academic Progress

Sample

Federal and State regulations require that students seeking financial aid must demonstrate Satisfactory Academic Progress (SAP) toward a published degree objective and ensure progress toward the degree for all periods of enrollment whether or not the student has received financial aid. There is a minimum unit and a maximum unit requirement. Withdrawing from a course may have serious impacts on your financial aid eligibility. If a student drops units after receiving a grant disbursement, the student **MAY** be required to repay a portion or all of the grant. Students are encouraged to review the MSJC SAP policy

at: <https://www.msjc.edu/financialaid/sap-policy.html> and consult with a financial aid representative before dropping course(s). An SAP Appeal is available on [StudentForms](#) for all extenuating circumstances.