



Chaffey College

Academic Senate

Syllabus Checklist Spring 2026

Remember to consider audience, purpose, and tone when writing your syllabus. Write to students in a positive and welcoming manner while considering that other instructors, deans, or even staff at other colleges might read your syllabus.

Upload the syllabus to Canvas, and consider creating a “Syllabus” module breaking out each section into individual pages for students to easily find important information during the semester.

Provide a paper copy in face- to-face or hybrid courses and consider emailing students a digital copy for their records as well.

Please include this information in your syllabus in a logical order:

- Course name / Your name / Section # / Chaffey College / Days, Time, Location (if applicable) of class meetings.
- Instructor’s Chaffey email (personal emails are not encouraged) / Other contact information (if applicable).
- Office hours & location / Zoom meeting ID (if applicable) – See the [“Best Practices for Office Hours”](#) page on the [Academic Senate Canvas shell](#) for more information.
- Final exam date & time. See [“Full Term Final Exam Schedule Spring 2026”](#) on the Catalog and Schedule of Classes page of the Chaffey Website for more information
 - All classes scheduled less than full term (including Fast Track and 14-week) hold finals during the last regular class meeting.
 - Reminder: Modifications to the final exam schedule must be approved in advance by the instructional dean.
- Course Description from the Course Outline of Record (COR)
- Course Learning Outcomes in exact wording from department documents (required per ACCJC Accreditation Standards).
- Academic, Community, and Employability Skills (ACES) outcomes that are to be assessed in the course, as determined from department documents.
- Applicability of the course (Pre-requisite, Degree Applicable, Transfer, CSU / UC General Ed)
- Required textbooks, course materials, ZTC/OER course distinctions, e-book availability, access codes, etc. – See [“Course Materials \(ZTC/LCT/TM\) Best Practices”](#) On the [Academic Senate Canvas Shell](#) for more information.
- Class policies, procedures, and expectations (assignment submission and/or examination guidelines, classroom norms, participation practices, etc.)
- Academic Integrity/Plagiarism policy – See the [Board Policies and Administrative Procedures page](#) of the Chaffey College website, **AP 5520** Section II subpoint A regarding Student Academic Integrity Code to align classroom plagiarism policies with the District’s definitions of academic dishonesty.
- Provide students with clear expectations on your classroom policy regarding use of Gen AI – Refer to the [ASCCC](#)

[Academic Integrity Policies in the Age of Artificial Intelligence \(AI\) Resource Document](#) for support.

- List of Assignments, Projects & Other coursework requirements necessary to complete the course with a passing grade.
 - Include any required or optional field trips, including location, dates (even tentative), cost, and other vital information.
- Success Center requirements & deadlines (if applicable)
- Overall course grade including grading breakdown/points possible/grading scale or other metric of classroom success – See the [Board Policies and Administrative Procedures page](#) of the Chaffey College website, **AP 4230** Grading and Academic Record Symbols for reference.
- Weekly course schedule for the semester (indicate that it may be subject to change). Refer to the Chaffey College Campus Calendar for important dates and observed holidays that may impact the course schedule.
 - Consider a statement regarding religious and/or cultural holidays that may not be recognized by the official Chaffey College Campus Calendar and how you may work with individual students given their individual needs during these observed practices.
- List Chaffey College resources or provide the link to [Canvas Student Support Hub](#)
 - Resources provided on the Student Support Hub include but are not limited to:
 - Admissions and Records,
 - Financial Aid,
 - Library and Research help,
 - Counseling Services,
 - Student Support Programs,
 - Success Centers and Tutoring Support,
 - Distance Education and Canvas Support,
 - Technical Support including How To videos, IT Help Desk, and Canvas Guides.
 - Provide the DPS Syllabus/Canvas Statement about Accommodations and Course Accessibility (see [Appendix A](#), also located on the [Academic Senate Canvas shell](#)).

The following are recommended but not required:

- Add /drop deadlines, UC/CSU application deadlines, FAFSA, California Dream Act & any other relevant dates found on the [Chaffey transfer webpage](#) and [Calendar of Events](#)
- Space for students to write contact information for other students
- Your pronouns
- Statements of allyship – see the Academic Senate pages on “[Safe Space for Undocumented Students](#)” ([Appendix B](#)) and “[Visible Support for the LBTQIA+ Community](#)”
- Disclaimer(s) regarding: course content; use of student work for samples or examples in class; use of AI on student work to check for plagiarism and AI use.
- Any other relevant or useful campus phone numbers or web addresses

Appendix A

Please provide the following DPS Statement in your syllabus verbatim:

I have made every effort to make this course accessible to all students, including students with disabilities. If you are a student with a disability and you encounter a problem accessing anything in this course, please contact me immediately by email, and also reach out to

Chaffey College's Disability Programs and Services (DPS) Office with any inquiries regarding available accommodations.

Students with disabilities who may need academic accommodations are encouraged to discuss their authorized accommodations from Chaffey College's Disability Programs and Services (DPS) with their professors early in the semester so that accommodations may be implemented as soon as possible. I will work with Chaffey College's DPS Office to ensure that proper accommodations are made for each student. The Chaffey College DPS office, through the interactive process with the student, determines the reasonable accommodations a student may need. This includes accommodations in a clinical setting. You can find more information about DPS and available accommodations at the [DPS Website](#).

Appendix B

This statement was created by the Chief Legal Counsel of the Chaffey Community College District.

Safe Space for Undocumented Students:

This class fosters a safe space for undocumented and DACAmented students and students from mixed-status families. The Chaffey Community College District has developed protocols created to support students who may be dealing with immigration issues that impact their education. If you are facing an immigration enforcement matter that may impact your education at Chaffey, please contact:

Dr. Tomeika Carter, Acting Executive Director of Student Support Services

Tomeika.Carter@Chaffey.edu

909-652-6536

Hugo Flores, Director of Admissions and Records

Hugo.Flores@Chaffey.edu

909-652-6620