Administrative Regulation 6141.7
CLASS OVERVIEW

The class overview will include all of the information identified by the headings, although that information need not be presented in the format shown. The description following each heading is to be taken only as an example of the information to be given under that heading.

I. Rationale
The reason for offering the course should be stated. If in doubt, check the official course outline.

II. Prerequisite(s)
The prerequisite(s) can be copied from the catalog and official course outline.

III. Course Objectives
Students should understand what the course aims to teach them.

IV. Student Learning Outcomes
Students should understand what learning outcomes are expected.

V. Attendance/absence/tardiness policy
Emergency should be clearly defined (serious illness or death of close family member, student’s illness corroborated by a physician, jury duty, earthquake, flood, fire, etc.) Students should be informed precisely of the results of too many unexcused absences or tardies.

VI. Grading method
Student should be informed of the teacher’s method for arriving at grades.

VII. Exam makeup policy
Students should be told how many exams, if any, can be made up, how they are to be made up and where.

VIII. Students with Disabilities
All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

IX. Academic dishonesty policy
Students should be advised that Glendale College has an Academic Dishonesty policy and told where it can be found. Incidents of academic dishonesty should be referred to the Vice-President of Instruction’s office.
X. Course materials
Students should be informed about the textbooks and other materials for the class and told whether each is required or recommended.

XI. Class requirements and instructor expectations
This section states the instructor's expectations for the class. It also explains special requirements specific to the class, such as lab requirements, excursions, outside projects, etc.

XII. Electronic device policy
Each faculty member is encouraged to include his/her electronic device policy on the course syllabus.

XIII. Office hours and telephone number
Full-time faculty members should list their office location, office hours, and office telephone number. Adjunct faculty members should also inform students how to reach them.

XIV. Schedule of assignments
The schedule of assignments should cover the contents of the formal course outline and should reflect a tentative schedule of topics and assignments so students know what is expected of them.

XV. Students' Personal Emails
Communicating with your students via their personal email is a FERPA violation. Encourage your students to contact you using their GCC email. If students contact you with their personal email, a good practice would be to email them back and say that you can address their issues/questions as long as they resend them through GCC mail.

The following email policy is encouraged to be added to your syllabus:

Email Policy: I am glad to hear from you via email regarding course questions or concerns that arise throughout the semester. If you email me, please do so using your GCC student email address. I will not respond to correspondence that comes from personal emails; additionally, if I need to contact you, I will do so using your GCC student email address, so please check it regularly.

INSTRUCTORS PLEASE NOTE:
A class syllabus and schedule must be submitted to the division office by the end of the first week of instruction in a semester. Schedules must identify resources to be used in conjunction with assignments and lectures, including resources drawn from a primary text, workbooks, or online sources. Copies of materials developed by the instructor must also be made available for archiving in the division office. Copies may be submitted in physical or digital form.

- Materials used by an instructor must, as a whole, establish a complete framework for instruction, as defined above, that includes not only materials for study and discussion but a clear link to the ways in which
materials are used in relation to elements of the course outline. Examples of this link are:

- A primary text that identifies readings and exercises in relation to elements of study such as writing process or product.
- A clear list of all class materials, including ancillary texts and other materials such as websites and online exercises
- A detailed syllabus and schedule that identifies ways in which ancillary texts or materials will be incorporated