

Canvas for Accreditation

Whereas, ACCJC Standard II A.3 specifies that “The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline”; and

Whereas, visiting teams request random copies of syllabi to ensure that these standards are being met in a comprehensive manner by the college; and

Whereas, ACCJC (2020) gave Cerritos College a compliance recommendation “In every class section, the course syllabus must include learning outcomes from the officially approved course outline of record. (II.A.3, I.B.2)”; and

Whereas, the Cerritos College Faculty Federation contract states “By the end of the first week of each session, upload each class syllabus by using the current District system in place (e.g., Rosters+). The District system for uploading revised syllabi will remain open through the final grades submission period”; and

Whereas, the College’s current method for collecting course syllabi and ensuring they meet Cerritos College and accreditation standards relies on outdated Rosters+ technology; and

Whereas, the College does not currently maintain a comprehensive syllabus template and existing suggested syllabus language is housed in disparate locations across the College website; and

Whereas, the Center for Urban Education (2017) identifies course syllabi as a valuable tool to promote equity in the classroom and “demystify the implicit norms and ambiguous processes that characterize college such as how to be a ‘successful’ student” (p.3) and advancing equity is one of the primary goals of Guided Pathways; and

Whereas, important procedural information, such as class drop deadlines, are not included on all syllabi and may be challenging for students to locate; and

Whereas, part-time faculty face unique challenges of customizing their syllabi to each of the different institutions that they work; and

Whereas, Cerritos College provides customizable Canvas course shells to every instructor for each of their courses; therefore, be it

Resolved that the Faculty Senate recommend that faculty provide accessible syllabi with accurate student learning outcomes, and

Resolved that the Faculty Senate develop a task force to identify elements for an equity-minded comprehensive syllabus template, and

Resolved that the Faculty Senate recommend that the college adopt Simple Syllabus, to make these syllabi accessible to Chairs, Deans, and Visiting Teams through institutional-level access; and be it further

Resolved that the Faculty Senate recommend to the College that Canvas be the official central repository for course syllabi, and be it finally

Resolved that the Academic Senate affirm that:

1. Syllabi are the intellectual property of faculty;
2. Syllabi are essential to academic freedom; and
3. Faculty have final discretion over non-required syllabus elements, syllabus formatting, and the public visibility of their syllabi.

Center for Urban Education (2017). Syllabus review guide for equity-minded practice.

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