



Recommended Course Syllabus Format and Essential Content

Please note that new course proposals may require additional information. These recommendations were established based on templates from UW-Madison schools/colleges and the Syllabus Standardization and Access Committee appointed by the provost.

IMPORTANT: All sections in **red** are required for federal compliance and institutional accreditation.

Course Name and Number

Special topics title, if applicable.

Credits

Canvas Course URL

Course Designations and Attributes

Honors, general education, service learning, etc.

Meeting Time and Location

Instructional Mode

Indicate the course mode of instruction: all face-to-face, all online or blended.

Specify How Credit Hours Are Met by the Course

This is a requirement of our HLC accreditation. Use one of the three definitions from the [UW-Madison Credit Hour Policy](#).

- a. Traditional Carnegie Definition – One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks. This is the status quo and represents the traditional college credit format used for decades. If you have regular classroom meetings and assign homework, reading, writing, and preparation for quizzes and exams, make this choice.
- b. 45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. This option may be useful for nontraditional formats, “flipped” courses, lab courses, seminars, courses with substantial

meeting time and little out-of-class work, or any time this is a better fit for learning activities than the Carnegie definition.

- c. Demonstration of Equivalent Learning – This option is likely to rarely be used because it needs thorough documentation of learning as equivalent to what would be learned in the Carnegie credit format or 45-hour formats. Contact the Vice Provost of Teaching and Learning before using. One credit is established by a demonstration of student learning equivalent to what would be learned in a course with one of the other methods of determining credit.

*Note: Regular and substantive student-instructor interaction is always a requirement of UW-Madison for-credit learning activities.

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor Title and Name

Instructor Availability

Office hours or other depending on modality of instruction. Regular and substantive student-instructor interaction is always a requirement of UW-Madison for-credit learning activities.

Instructor Email/Preferred Contact

Teaching Assistant (if applicable)

TA Office Hours

TA Email/Preferred Contact

OFFICIAL COURSE DESCRIPTION

Course Description

As approved through governance, presented in [the Guide](#).

Requisites

As approved through governance, presented in [the Guide](#).

LEARNING OUTCOMES

Course Learning Outcomes

List as previously approved in the course proposal if it exists and supplement these for a particular offering. Both a best practice and requirement of our HLC accreditation. For guidance, see this [KnowledgeBase article](#). Provide means to delineate undergraduate vs. graduate vs. variable credit learning outcomes.

DISCUSSION SESSIONS

Add information specific to discussion sections as appropriate or have a separate document.

LABORATORY SESSIONS

Add information specific to lab sections as appropriate or have a separate document.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

- List any required materials such as text books, open educational resources and eTexts
- List any required course or eText fees
- List required software tools even if available as part of UW-Madison licensing.

GRADING

- Indicate how the course is graded and relative weights of assessments
- Provide linkage between weights and letter scores if possible
- Indicate whether the final grades are curved or not
- Indicate whether attendance and/or participation is part of the grading
- Separate grading requirements for graduate students if appropriate

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

- List the summary period and the expectations associated with it
- List relevant details about the exams (dates, in-class or take home, cumulative or not, open-book or open-note, access to electronic devices, policies for make-up dates)

HOMEWORK & OTHER ASSIGNMENTS

- Provide rules and expectations concerning homework
- How are assignments to be submitted (online, Dropbox, hand in during class, instructor mailbox, other)

OTHER COURSE INFORMATION

- Provide any additional info (*identify honors, field trips, other special attributes or activities*)

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course,

disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>