These requirements are for new courses as well as for changes/additions to mode of instruction for submission to the Course and Curriculum Committee.

CCC's role is to ensure that course information is consistent in order to set up the course appropriately and according to guidelines such as that of UWP, The Universities of Wisconsin, relevant state or federal requirements, and, of course, accreditation. Our goal is to ensure that program descriptions are consistent and transparent. We take note of how things fit or do not fit together. We also remind faculty of the fact that their classes might well be used by other programs and to be mindful of how changes in content, learning goals, prerequisites, and so on might have an impact on other programs. We pull the pieces together. We hope to end up with a catalog (and thus course schedules) that are readable, integrated, and transparent.

The information that we ask for in this document helps us to make our approvals in a timely manner.

A syllabus is a statement of intent by the course instructor that should clearly explain what a student must do and when they must do it to successfully complete the course, as well as explaining how the student's efforts will be evaluated and graded. A syllabus must also provide information about the policies set by the instructor, department, and university that govern conduct of the course.

In this case, what's most important is that the proposed course contain relevant catalog information to ensure that students understand what they need to do in the course.

A. Course Title, Number
   a. The course title, subject code, and course number must match that in the CIM submission.

B. Mode of Instruction: Traditional (f2f), Hybrid, or Online)
   a. *You must provide a <u>different</u> syllabus for each mode of instruction*. If you are proposing a course for all three modes of instruction, provide a different syllabus for each one. If you are adding in a new mode of instruction, do not just submit a previous syllabus for a different mode of instruction. *Writing "online" or "hybrid" in the title is not sufficient!*
   b. The syllabus must clearly state the mode of instruction
   c. For Hybrid courses, clearly state at the top of the syllabus the percentage of the class that is in person vs. online, e.g. 60% face-to-face and 40% online.
   d. For Online courses, specify right at the top whether it is *synchronous* or *asynchronous*.
   e. Language of the syllabus – assignments, activities, and so on – must reflect the actual course. For instance, an online course proposal is not going to have grades for attendance. Please check when you create different syllabi to ensure that this is consistent within each course.

C. Course Description
   a. From catalog, but more information can be added here

D. **Credit hours**
E. **Pre- or co-requisites**, if applicable
F. **Learning Goals**
 a. You're going to need to put these in CIM anyhow, so why not put it in here?
G. **How Course / Learning Goals will be achieved**
 a. This should include the work required and how much it is worth for the final grade
 b. This work should be related to the learning goals
H. **For combined level courses:**
 a. Distinction between the requirements and/or performance for combined undergraduate and graduate sections, or for combined level undergraduate sections (e.g. 200 and 400 level meeting together), if applicable.
 b. The following unique expectations of the graduate or upper-level students must be addressed:
  i. Content, e.g. the additional content that graduate students will explore, or the additional depth and scope of course content that will be covered by graduate students
  ii. Intensity, e.g. the additional readings, assignments, requirements, evaluations, etc. that reflect additional rigor
  iii. Self-direction, e.g. the work required outside of class that reflects increased self-directed learning
 c. In short, clearly state what the difference in the work requirement is for each level.
I. **For CBL, DV, or GenEd courses:**
 a. CBL course statement, if applicable
 b. Diversity (DV) course statement, if applicable
 c. General Education learning outcomes, if applicable
J. **Description of course content / schedule of topics**
 a. We know this might change, but this should generally be accurate and relevant to the course you are proposing.
K. **Courses focused on individualized instruction, such as internships, mentorship, or independent studies, may use a minimal syllabus.**

Instructors retain the ability to modify aspects of the class in order to meet course learning objectives and to respond to student needs and interests, as long as such modifications are consistent with both the official course specifications (i.e. Academic Catalog) and any written departmental expectations (i.e. approved formally by the department), and that any modifications are communicated to students in a timely manner.

Instructors retain the academic freedom to deliver course content to achieve academic rigor and to serve the best interest of students based on their professional expertise and experience.