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UW Law School Syllabus Template

Much of the following template was created initially by UW-Madison, but then adapted for use in Law School courses and clinics, to help instructors develop syllabi. Beginning on the next page you will find a list of both required and recommended elements for course syllabi, *specifically tailored for Law School courses & clinics*. You will also find “instructor notes” that provide additional context and guidance for your consideration, as well as sample language you can choose to use in your own syllabus. The information on this page is for instructors’ purposes only, and should not be included in syllabi provided to students.

**Template key**

\***Indicates the section is needed for federal compliance and institutional accreditation.**

***Italicized text*** indicates additional context and guidance for your consideration. This language should not be included in your shared syllabus.

**Plain text** indicates example language that you may choose to include in your shared syllabus.

**Additional note:**

For spring 2022, instructors and students should consult the following website for current campus health and safety guidance: [covidresponse.wisc.edu](https://covidresponse.wisc.edu/).

**Want to go digital?**

Learn more about using [campus’ digital (AEFIS) syllabus tool](https://teachlearn.provost.wisc.edu/course-syllabi/).

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**University of Wisconsin Law School**

**Recommended Course Syllabus Format & Essential Content   
for Spring Term 2022**

*\*Important:* ***all UW-Law courses (including clinic sections) must have a syllabus****.   
\*Additionally, per the UW-Madison Provost’s Office,* ***all sections in red below are required for federal compliance and institutional accreditation*.**

# General Course Information

**\*Institution Name if Letterhead is Not Used: “University of Wisconsin Law School”**

**\*Course Subject, Number and Title***Special topics title, if applicable.*

**\*Credits**

*If unsure, ask Associate Dean Kevin Kelly. The number of credits formally associated with each Law course can be found at* [*http://guide.wisc.edu/courses/law/*](http://guide.wisc.edu/courses/law/)

**\*Course Description**

**\*Requisites**

**\*Meeting Time and Location**

**\*Instructional Modality**

*Indicate the course mode of instruction: in-person, online or hybrid.*

**\*Specify How Credit Hours are Met by the Course**  
*This is a requirement for ABA accreditation. See* [*these recommendations*](http://law.wisc.edu/facstaff/forms/law_school_course_credit_hour_expectations.docx) *for how to describe this credit information in your Law course syllabus.*

**\*Regular and Substantive Student-Instructor Interaction**

*Make explicit in the syllabus how this course meets the regular and substantive student-instructor interaction requirement.*

*Substantive interaction is engaging students in teaching, learning and assessment through at least two of the following: direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, or other substantive interaction. Regular interaction is: predictable and scheduled interaction with students consistent with the course length (usually at least weekly but more often in a course of short duration). Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within*[*34 C.F.R. §600.2*](https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-VI/part-600)*), is always a requirement of UW-Madison for-credit learning activities.* [*Find more information*](https://kb.wisc.edu/apir/107640) *including examples of regular and substantive instruction.*

# Other Course Information

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

## \*Instructor(s)

**\*Instructor Title and Name**

**\*Instructor Availability**

***(Office hours may be conducted remotely)***

**\*Instructor Email/Preferred Contact**

**\*(If applicable: Teaching Assistant, TA Office Hours & TA Email/Preferred Contact)**

## \*Course Learning Outcomes

*Note: apart from University requirements, the Law Faculty has also voted to require Learning Outcomes on all Law course syllabi.*

*Course learning outcomes are statements about the knowledge and skills that students are expected to know, be able to do, or value by the end of the course. Include the course learning outcomes that have been previously approved in the course proposal. Find guidance on* [*how to write learning outcomes*](https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/)*.*

## Grading

* *Indicate how the course is graded and relative weights of assessments*
* *Indicate that, for JD students, all regularly graded courses are subject to the Law School’s grading curve (Law School Rule 2.07).*
* *Indicate whether/how attendance and/or participation impacts a student’s course grade.*
* *If you have questions about grading (including compliance with the required Law School grading curve) please contact Associate Dean Kevin Kelly*

## Course Website, Learning Management System & Digital Instructional Tools

*Provide link to course website (if available).*

*Provide information about the university’s learning management system,* [*Canvas*](https://it.wisc.edu/services/canvas/)*, and other university instructional tools or platforms (e.g.,* [*WebEx Meetings,*](https://it.wisc.edu/learn/guides/getting-started-with-webex-meetings/)[*MS Teams*](https://it.wisc.edu/news/custom-background-for-ms-teams-meetings/)*,* [*Zoom*](https://it.wisc.edu/services/)*, etc.) that will be used in the course. It is strongly suggested that students explore and become familiar not only with Canvas’ site navigation but with content and resources available for the course*.

## Required Textbook, Software & Other Course Materials

Campus provides students with [technology guidelines and recommendations](https://it.wisc.edu/learn/guides/learning-remotely-technology-guide/) for instruction. Students should consult these resources prior to the start of the semester.

* *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*

## Exams, Quizzes, Papers & Assignments

* *Explain how assignments will be submitted (online, Canvas, Dropbox, instructor mailbox, other)*
* *Provide details, rules and expectations concerning assignments, including how they are to be submitted.*
* *If applicable, indicate that 2L/3L students may satisfy the Upper-level Writing Requirement in the course*. [This entails a writing project (or projects) that include(s): (1) at least 20 pages (double-spaced) of written work; (2) submission of at least one draft on which the instructor provides, for the entirety of this written work, feedback which specifically assesses student writing (apart from any substantive content); (3) the instructor’s feedback is provided in time for the student to assess it prior to submitting the final product.]
* *Provide pertinent details about any mid-terms, quizzes, tests.*
* *List relevant details about the final exam (e.g., material covered, open-book or open-note, etc.) and/or paper(s*).

**Attendance**

* ***Please*** *indicate that* ***regular class attendance is required by ABA Standard 308 and Law School Rule 5.01****. [Note: Law School Rule 5.02 authorizes lowering of final grade in the course for poor attendance.]*
* *Provide any additional attendance-related policies or requirements you may have as the course instructor.*

## Teaching & Learning Data Transparency Statement

*The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison and the Law School. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through*[*learning analytics*](https://teachlearn.provost.wisc.edu/learning-analytics/)*, and to enable proctoring capabilities. View the university’s full*[*teaching and learning data transparency statement*](https://teachlearn.provost.wisc.edu/teaching-and-learning-data-transparency-statement/)*.*

## Privacy of Student Records & the Use of Audio Recorded Lectures Statement

*See more information about* [*privacy of student records and the usage of audio-recorded lectures*](https://instructionalcontinuity.wisc.edu/2020/04/03/privacy-of-student-records-and-the-usage-of-audio-recorded-lectures/)*.*

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## How to Succeed in This Course

*Provide information on how students can best succeed in the course. For instance, instructors might include suggestions about completing assignments or studying for exams. Instructors might also include resource links to other campus services such as:*

* [*University Health Services*](https://www.uhs.wisc.edu/)
* [*The Law School’s Academic Enhancement Program*](https://law.wisc.edu/academicenhancement/abouttheaep.html)
* *[Law School Student Wellness webpage](https://law.wisc.edu/wellness/)*
* [*Law School Academic Advisor Lauren Devine*](https://secure.law.wisc.edu/profiles/lauren.devine@wisc.edu)
* *[Law School Counselor John Schneider](https://secure.law.wisc.edu/profiles/john.schneider@wisc.edu)*
* [[*Assistant Dean for Student Affairs Emily Kite*](https://secure.law.wisc.edu/profiles/ekite@wisc.edu)](https://www.uhs.wisc.edu/)

## Course Evaluations

*Indicate how students can evaluate the course. See below for sample statement.*

Students will be provided with an opportunity near the end of the term to anonymously evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

**OTHER COURSE INFORMATION**

*-Provide any additional information.*

*-****Note re clinics****: per ABA Standard 304, in addition to (1) direct supervision of each student’s clinical performance by the faculty member, there must be (2) opportunities for feedback from the faculty member, (3) student self-evaluation, and (4) a classroom instructional component. These elements should be briefly described in the syllabus.*

*-****Note re simulation courses****: per ABA Standards 304, the course must (1) be primarily experiential in nature, (2) have direct faculty supervision of each student’s multiple simulation performances; (3) have opportunities for feedback from the faculty member; (4) student self-evaluation; and (5) a classroom (or online) instructional component. These elements should be briefly described in the syllabus*.

## Students’ Rules, [Rights & Responsibilities](https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext)

## *You can use the link above to provide your students with information about the unviersity’s privacy rights (FERPA).*

## Diversity & Inclusion Statement

[Diversity](https://diversity.wisc.edu/) is a source of strength, creativity, and innovation for UW-Madison and the Law School. 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.

## Academic Integrity Statement

*Instructors should discuss academic integrity with students early and often.*

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison and the Law School; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Suspected cases of academic misconduct will be reported to the Law School Dean’s Office. Substantiated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. **Note that academic misconduct can also have a serious and negative impact on one’s eventual application for law licensure**.

## Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison and the Law School 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 ([UW-855)](https://policy.wisc.edu/library/UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations.

Students are expected to inform Assistant Dean Emily Kite 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. Dean Kite will work either directly with the faculty [me] and 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.

(See: [McBurney Disability Resource Center](https://mcburney.wisc.edu/))

## [Academic Calendar & Religious Observances](https://secfac.wisc.edu/academic-calendar/)

*You can use the link above to provide your students with information about the current and future academic calendars, along with the unversity’s religious observance policy. As the start-date for the fall 2021 semester coincides with Rosh Hashanah, it is particularly important to reach out to your students and share your plans to provide flexibility for the first day of class.*

**MENTAL HEALTH RESOURCES**

*Note: the ABA Task Force on Lawyer Well-Being recommended including language in every syllabus re Mental Health. Below is their proposed language, revised to cover our specific resources:*

Law school is a context where mental health struggles can be exacerbated. If you ever find yourself experiencing challenges in or outside the classroom, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information: <https://law.wisc.edu/wellness/mental-health.html>.

The University of Wisconsin Law School is committed to promoting emotional and psychological wellness for all students. We have a full-time Counselor, John Schneider, LCSW, dedicated to providing confidential counseling at no cost to Law Students. You may make an appointment with John by emailing [john.schneider@wisc.edu](mailto:john.schneider@wisc.edu).   
  
For crisis counseling or after hours consultation, please contact University Health Service (UHS) at 608-265-5600 (option 9), and in an emergency, please call 911. The Wisconsin Lawyers’ Assistance Program (WisLAP) - 24/7 Help Line: 800-543-2625 – also provides confidential services to Law Students.

For other resources: Contact John Schneider (above) or Assistant Dean for Student Affairs Emily Kite - [emily.kite@wisc.edu](mailto:emily.kite@wisc.edu); 608-890-0115 (office); 608-405-2033 (cell).