# Brandeis University Syllabus Template

This document responds directly to Brandeis faculty and student requests for a user-friendly syllabus template that integrates:

* required policy language
* digital accessibility compliance as per the Americans with Disabilities Act
* inclusive pedagogy basics
* essential syllabus components.

You may fill your course information into the sections that are marked “<type here: …>.” Then delete this contents page, save your syllabus, and upload it to LATTE.

While it is not required to use this template, it is strongly recommended by the Committee on Teaching, Learning and Assessment.  If you choose not to, it is essential that your syllabus include the Essential Course Components listed below as well as the [Important Policies and Resources](https://webtest.brandeis.edu/teaching/continuity/syllabus/index.html) (linked for your convenience). Please note that your syllabus and all course documents must comply with the legal requirements of the [Americans with Disabilities Act (ADA) and revised ADA regulations.](https://www.ada.gov/2010_regs.htm) See this [Accessibility Quick Guide](https://www.brandeis.edu/web-accessibility/pdfs/accessibility-quick-guide.pdf) for instructions on making documents accessible.

These additional resources for syllabus design may be useful:

* [Inclusive and Antiracist Syllabus Suggestions](https://docs.google.com/document/d/1cx9POtW05vvxdsuosyTvQqXkYbXFLTEQEQiEFGRgfsg/edit?usp=sharing)
* [Diversifying Course Materials](https://guides.library.brandeis.edu/diversify_course_materials)
* [Equity-Minded Teaching](https://guides.library.brandeis.edu/diversify_course_materials/equity)
* [Student-Centered Syllabus Rubric](https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf).

## Contents

### Essential Course Components, pages 1-2

* Course number and name
* Contact Details: Faculty Contact, Communication, Continuity, Meeting Times/Locations/Student Hours
* Accommodations
* Course description: Prerequisites, Learning Goals, Credit Hours
* Course requirements: Attendance, Assignments, Exam/Quizzes, Participation
* Evaluation/Grading
* Course Plan

### [Important Policies and Resources](https://webtest.brandeis.edu/teaching/continuity/syllabus/index.html) to be Included in Brandeis Syllabi, pages 3-4

* Academic Integrity
* Accommodations (We suggest putting the required language about Accommodations on the first page of the syllabus, due to its importance.)
* Classroom Health and Safety
* Course Materials/Books/Apps/Equipment
* LATTE
* Library
* Privacy
* Student Support

# <type here: Course Number/Name>

## Contact Details

<type here: Professor Name Office location: Building/Room/URL

Email: xxxxxx@brandeis.edu Telephone: (781) 736-xxxx>

Communication

<type here: Please indicate how/when you expect students to communicate with you outside of class and how/when you will respond.>

Continuity

<type here: Explain how you’ll maintain teaching/learning continuity in the case of campus closures (snow days, COVID-19 lockdowns, or other disruptions). Specify how you’ll communicate about these events.>

## Meeting Times/Locations

### Classes

<type here: Weekdays, start time – end time AM/PM Building/Room/URL>

Labs or sections

<type here: Weekdays, start time – end time AM/PM Building/Room/URL>

### Student Hours

<type here: Weekdays, start time – end time AM/PM Building/Room/URL

Describe how you would like students to prepare for student hours and access them. Note the term “student hours” aims to help students understand that office hours are intended for their use.>

## Accommodations

Brandeis seeks to create a learning environment that is welcoming and inclusive of all students, and I want to support you in your learning. Live auto transcription is available for all meetings or classes hosted on Zoom and you can turn it on or off to support your learning. Please [check for Zoom updates](https://brandeis.us19.list-manage.com/track/click?u=c8d654cdbb3d73c8bb1674834&id=5df7ae06a1&e=a840901571)  to take advantage of this new feature. To learn more, visit the [Zoom Live Transcription webpage](https://brandeis.us19.list-manage.com/track/click?u=c8d654cdbb3d73c8bb1674834&id=e27bdb9626&e=a840901571). For questions, contact[help@brandeis.edu](mailto:help@brandeis.edu)

If you think you may require disability accommodations, you will need to work with Student Accessibility Support (SAS) (781-736-3470, [access@brandeis.edu](mailto:access@brandeis.edu)). You can find helpful student FAQs and other resources on the [SAS website](http://brandeis.edu/accessibility.edu), including guidance on how to know whether you might be eligible for support from SAS. If you already have an accommodation letter from SAS, please provide me with a copy as soon as you can so that I can ensure effective implementation of accommodations for this class. In order to coordinate exam accommodations, ideally you should provide the accommodation letter at least 48 hours before an exam.

## Course Description

### Course Prerequisite(s):

<type here: Indicate any content and skills students should already know, and any Brandeis courses that are formal prerequisites. If possible, provide links to online tutorials or materials where students can review the prerequisite knowledge.>

Learning Goals:

<type here: Include a paragraph summary of the subject matter and skills the course will focus on, and how students will apply these in the course and beyond. Consider using active verbs (i.e. analyze, apply, evaluate). These learning goals can be emphasized again as the purpose of individual course activities, assignments, and class meetings to increase students’ metacognitive awareness of their learning. Identify the rationale for how the teaching/learning methods used in the course will support students’ achievement of the learning goals.>

### Credit Hours:

<type here: Your syllabus should include a statement about hours of study time per week in preparation for class using a baseline of 180 hours of study time per 13 weeks of instructional days and the exam period. Two credit courses should use a baseline of 90 hours of study time. An example of such a statement for a four-credit course is: “Success in this four-credit course is based on the expectation that students will spend a minimum of nine hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for the exams, etc.”>

## Course Requirements

Attendance

<type here: Codify your expectations about attendance. Be sure to indicate if attendance is mandatory and how attendance affects a course participation grade as well as the final grade.>

Assignments

<type here: Please indicate dates, lateness policy, and how you expect students to submit their assignments. Submitting through LATTE is recommended for security and FERPA compliance. The purpose of each assignment can refer back to the course learning goals to encourage students to self-monitor their mastery of course learning goals.>

Exams/Quizzes

<type here: Indicate dates, and the main content and skills that are the focus of each quiz/exam. Explicate the policy for missed quizzes/exams and any opportunities for make-up work, with/without documentation.>

Participation

<type here: Describe your expectations about what class participation means in your class. This may include student behaviors like: considering discussion questions while completing the readings each week, contributing written posts to asynchronous discussions online or speaking during in-class synchronous discussions, keeping the screen view on during Zoom meetings when signal strength allows, raising questions as soon as ideas become unclear (either in class or online), responding thoughtfully and constructively to the contributions made by other class members, reading and responding to course-related e-mails and posts, etc.>

## Course Plan

<type here: Delete these reminders after incorporating them into the syllabus:

* Incorporate “Brandeis Mondays” and other Brandeis days as listed on the [Academic Calendar](ttps://www.brandeis.edu/registrar/calendar/index.html).
* Include dates for exams, homework assignments, papers, projects and presentations. It is important to inform students if a final exam during the final exam period will be required. (Final exam dates and times are determined by the Registrar's office.)
* Exercises outside of scheduled class times must be listed and made equitable to all students (include transportation costs, admission costs, borrowing necessary supplies, and alternatives for students who have other scheduled commitments).
* Final exams should be held during the official examination period, and other exams, take-home exams or quizzes should be completed before the last week of classes begins. The Undergraduate Curriculum Committee recommends that in-class graded exercises not be scheduled during the last week of classes.
* You should be aware of the [Academic Coursework and Religious Holidays Policy](https://www.brandeis.edu/registrar/calendar/religious.html) as well as the [Academic Guidelines for Student Athletes](https://www.brandeis.edu/arts-sciences/faculty/resources/teaching-resources/student-athletes.html).>

<Use this or another course plan framework:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Topic | Learning Goals | Guiding Prep Questions | Class Prep Work: Reading, Practice, Problems … | Work to Submit |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  | > |

## Evaluation and Grading

<type here: Provide the criteria by which students’ work will be evaluated for each graded element of the course and how semester grades will be calculated. To be sure they understand how to monitor the quality of their own work, offer students a checklist or rubric before each graded element is due, and invite their discussion of how those criteria apply to real-world examples of work in the discipline. A sample term grade framework is below.

|  |  |
| --- | --- |
| Class Element | Grade Percentage |
| In-class participation | 15% |
| Quizzes and/or Tests | 20% |
| Assignments | 30% |
| Exams or Projects | 20% |
| Final exam or Project | 15%> |

## Important Policies and Resources

### Academic Integrity

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic integrity by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions.  Please consult [Brandeis University Rights and Responsibilities](https://www.brandeis.edu/student-rights-community-standards/rights-responsibilities/index.html) for all policies and procedures related to academic integrity. Students may be required to submit work via TurnItIn.com or similar software to verify originality. A student who is in doubt regarding standards of academic integrity as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [Brandeis Library Guides - Citing Sources](https://guides.library.brandeis.edu/c.php?g=301723).

### Breaks

Class meetings of 90 minutes include a 10-minute break, while class meetings of 180 minutes include two breaks, at the instructor’s discretion.

Classroom Health and Safety

* Register for the [Brandeis Emergency Notification System](https://www.brandeis.edu/emergency-prepare/register/index.html). Students who receive an emergency notification while attending class should notify their instructor immediately. In the case of a life-threatening emergency, call 911. As a precaution, review [this active shooter information sheet](https://www.ready.gov/sites/default/files/2020-03/active-shooter_information-sheet.pdf).
* Brandeis provides [this shuttle service](https://www.brandeis.edu/publicsafety/van-shuttle/index.html) for traveling across campus or to downtown Waltham, Cambridge and Boston.
* On the Brandeis campus, all students, faculty, staff and guests are required to observe the university's policies on physical distancing and mask-wearing to support the health and safety of all classroom participants. Review up to date [COVID-related health and safety policies](https://www.brandeis.edu/covid-19/health-safety/index.html) regularly.

Course Materials/Books/Apps/Equipment

If you are having difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss possible funding options, including vouchers for purchases made at the Brandeis Bookstore.

[LATTE](http://moodle2.brandeis.edu/)

[LATTE](about:blank) is the Brandeis learning management system. Login using your UNET ID and password. For LATTE help, contact [Library@brandeis.edu](mailto:Library@brandeis.edu).

Library

[The Brandeis Library](https://www.brandeis.edu/library/about/index.html) collections and staff offer resources and services to support Brandeis students, faculty and staff. Librarians and Specialists from Research & Instructional Services, Public Services, Archives & Special Collections, Sound & Image Media Studios, MakerLab, AutomationLab, and Digital Scholarship Lab are available to help you through consultations and workshops.

Privacy

To protect your privacy in any case where this course involves online student work outside of Brandeis password-protected spaces, you may choose to use a pseudonym/alias. You must share the pseudonym/ alias with me and any teaching assistants as needed. Alternatively, with prior consultation, you may submit such work directly to me.

Student Support

Brandeis University is committed to supporting all our students so they can thrive. If a student, faculty, or staff member wants to learn more about support resources, the [Support at Brandeis](https://www.brandeis.edu/support/undergraduate-students/browse.html) webpage offers a comprehensive list that includes these staff colleagues you can consult, along with other support resources:

* The [Care Team](https://www.brandeis.edu/care/index.html)
* [Academic Services](https://www.brandeis.edu/academic-services/index.html) (undergraduate)
* [Graduate Student Affairs](https://www.brandeis.edu/graduate-student-affairs/)
* Directors of Graduate Studies in each department, School of Arts & Sciences
* Program Administrators for the Heller School and International Business School
* [University Ombuds](https://www.brandeis.edu/ombuds/)
* [Office of Equal Opportunity](https://www.brandeis.edu/equal-opportunity/).