

University of Virginia School of Nursing

Mindful and Learner-Centered Syllabus Checklist

Checklist Directions: Please use this checklist to determine whether your course syllabus include these components of a learner-centered syllabus.

Course Information

- Course Abbreviation and number
- Course Title
- Semester and Year (Start Date and End Date)
- Number of Credit Hours

Instructor Information

- Name
- Office Address
- Office Hours and Other Contact Information
- Telephone Number
- Email Address

If the instructor has a teaching assistant, include contact information.

Departmental Information

- Name of Department
- Location of Departmental Office
- Preferred Contact Information for the Department

Course Goals and Learning Outcomes

- To give a basic background and starting point for course design use Center for Teaching Excellence (CTE) Course Design Institute: <https://cte.virginia.edu/programs/course-design-institute>
- Discuss how the course fits into the overall curriculum. Answer the question “Why is this course useful?”
- List 4-5 broad-based learning outcomes that reflect what the students will learn and skills they will develop by successfully completing the course.
- Orient students to the discipline if this is an introductory course.

Learner Objectives

- List three to five major learning objectives. For example: What will students know or be able

to do after completing the course? Or what skills or competencies do you want them to develop?

- Visit CTE's Tips on Writing Course Goals/Learning Outcomes and Measurable Learning Objectives website (<https://cte.virginia.edu/resources>) as a resource for developing your course.

Describe Course Format

- Specify textbooks and readings by author and editions. When possible, explain connections to the course goals and how the text and readings address them.
- Explain whether you expect students to have completed readings before class sessions and the degree of understanding that you expect (e.g., successfully complete pop quizzes, can discuss concepts, or apply reading information to problem-solving scenarios).
- Explain other requirements such as group assignments, individualized consultation, etc.
- If readings are placed on reserve in the library, discuss library policy.
- Identify additional equipment or materials needed and where students can obtain them.

Assignments (Papers, quizzes, exams, projects, etc.)

Be as specific as possible about:

- Types of exams, quizzes, exercises, projects, papers, etc.
- Expectations for performance

How will Students Be Evaluated?

- Explain how students will be evaluated and grades assigned.
- Include components of final grade, weights assigned to each component, grading on a curve or scale, etc.

Course Policies

Discuss your policies clearly regarding:

- Expectations for attendance, assignments, late assignments, make-up options, extra credit and examinations
- Reporting illness
- Cheating and plagiarism
- Expected classroom behaviors (examples available on the last page of this checklist)
- Describe students' responsibilities in the learning process

Course Calendar

- Provide a course calendar that outlines topics to be covered, reading requirements, assignment due dates, etc. If necessary, revise it and be sure students get an updated version.
- Important Dates: List important dates (or include a link to the UVA Academic Calendar) such as last drop date, registration dates for the next semester, etc. Visit the UVA Academic Calendar website

(<https://www2.virginia.edu/registrar/operations.html>) for detailed information.

- Dates and times of any exams scheduled outside of class time
- Date and time of final exam
- Use the Interfaith Calendar website (<http://www.interfaith-calendar.org/>) when scheduling projects, presentations, and exams to consider any potential conflicts.

Additional Learner-Centered Information

- Provide a glossary of terms and jargon (slang) commonly used in the subject area.
- Inform students about sensitive or potentially disturbing information or activities covered in the course.
- Estimate student workload. Give students a sense of how much preparation and work the course requires. But be realistic; they don't believe either scare tactics or soft-pedaling. (Remember that yours is not the only class that they're taking.) One way to determine the workload is to use the Rice University Course Workload Estimator web tool (<http://cte.rice.edu/workload>).
- Include information on how to succeed in the course, such as:
 - Check your University of Virginia email regularly
 - Log into the course website daily
 - Communicate with your instructor and visit during office hours
 - Create a study schedule so that you don't fall behind
 - Information about campus resources such as tutoring, study skills help, etc.

Resources for obtaining additional help, such as tutors, academic coaching, and supplemental instruction visit the Academic Success Resources website (https://college.as.virginia.edu/acad_achievement_class)

Recommended Syllabus Statements

Statement on Academic Integrity:

To promote integrity and deter dishonest academic work, it may be useful to consider including a statement of expectations and consequences related to academic misconduct in your course syllabus. For statement examples visit the Honor Committee webpage (<https://honor.virginia.edu/> or <https://honor.virginia.edu/statement>).

Accessibility Statement:

University of Virginia is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability is required to meet with staff in Student Disability Access Center (SDAC) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDAC is located in the Elson Student Health Center or online at <https://www.studenthealth.virginia.edu/sdac>. Contact SDAC by email at SDAC@Virginia.edu or by phone at (434) 243-5180 for additional information.

Discrimination and Harassment:

The University's Preventing and Addressing Discrimination and Harassment (PADH) policy prohibits discrimination and harassment on the basis of age, color, race, disability, marital status, national and ethnic origin, political affiliation, religion, sexual orientation, gender identity, veteran status, family medical or genetic information, as well as other forms of sex discrimination not covered by the University's Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence. Inquiries regarding nondiscrimination policies may be directed to Office of Equal Opportunity and Civil Rights, Washington Hall - Hotel B, East Range, P.O. Box 400219, Charlottesville, VA 22904, Tel. (434) 924-3200, email uvaeocr@virginia.edu.

Religious Accommodations:

The UVASON welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the Dean of Students Office (<http://odoc.virginia.edu>) at 434-924-7133 or the Office of Equal Opportunity (<https://eocr.virginia.edu/>) at 434-924-3200.

Consider Including these Examples of Inclusive, Professionalism and Mutual Respect Statements:

Regarding name, gender identity and/or gender expression, "Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records."

Promoting student health and wellness, we are committed to proactively facilitating the well-being of all students. We welcome and encourage students to contact the following on-campus services for assistance regarding their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

- Elson Student Health Center call (434) 924-5362 (Normal Hours) or via website (<https://www.studenthealth.virginia.edu/>);
- Student Counseling & Psychological Services call (434) 924-5362 or via website (<https://www.studenthealth.virginia.edu/caps/>);
- Recreation Sports call (434) 924-3791 or via website (<https://recsports.virginia.edu/>).
- Maxine Platzer Lynn Women's Center (www.womenscenter.virginia.edu)
- Sheila C. Johnson Center (434-924-7034 or www.curry.virginia.edu/services-outreach/sheila-c-johnson-center)

Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the UVA Emergency and Crisis Services (434) 243-5150 or contact the UVA Police Department 911 (Non-Emergencies 924-7166).

- Fostering a safe community, we believe violence in any form is not OK, and we will find a way to do or say something in any situation that feels like it could lead to violence. If you or someone you know experience stalking, partner violence or sexual assault, please know you are not alone. There are resources that can help: <https://eocr.virginia.edu/students> and <https://justreportit.virginia.edu/>
- About mutual respect and professionalism, “You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor’s goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor’s mailbox.”
- Relevant to the UVA Language diversity statement, “The University of Virginia is committed to supporting equal access to all of its information, programs and services. Increasingly, this includes recognizing the language diversity represented in the Commonwealth of Virginia and among our international faculty, staff, students, and their families. EOCR supports these vital efforts through outreach and education to the University community on language assistance resources that support the goal of language diversity inclusion.” Visit the EOCR website: (<https://eocr.virginia.edu/language-diversity>).
- Related to University policies, “Students in this course are responsible for being familiar with the University’s student rules and policies. Visit the UVA Policy Directory website (<https://uvapolicy.virginia.edu/>).
- Usability, disability and design:* I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Disability Access Center (SDAC) ((434) 243-5180) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.