

**Course Number**  
**Course Title**  
*Semester, Year*

**Course Delivery Method:** [Specify if course is conducted in-person, in-person and online/remote (hybrid), or fully online/remote.]

**Meeting Time and Place:** [If known, specify the days, times, and location(s) at which the course meets, except for asynchronous courses. If meeting time and location is managed using Outlook, state "Class meeting times and locations will be provided by the course instructor(s) using an electronic course calendar. Contact the Course Director with any questions."

Online courses with live sessions can similarly specify any fixed meeting times or indicate use of an electronic calendar. Asynchronous courses should state "All course activities will be conducted asynchronously. There are no required in-person or live online meeting sessions."]

**Course Credit Hours:** [State the number of semester credit hours for the course]

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**Faculty Contact Information**

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**Course Director**

[Name, credentials

Office: include building and room number

Work email:

Work phone:]

**Core Faculty**

[Provide the name, credentials, and contact information for each faculty teaching in the course in the same format as above for the Course Director.]

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**Office Hours**

[Name, credentials of primary contact for student questions regarding the course

Office hours: specify day/time or state "by appointment only"]

[If applicable, include any program policy for student contact with adjunct faculty.]

**I. Course Description and Pre-requisites**

[A detailed, but concise, description of the course content, purpose, clinical usage and alignment with the term and overall curriculum.

Prerequisite courses should also be listed.

**NOTE: This section MUST be the same course description found in the handbook and available on the website unless a revised description has been approved by the program's curriculum committee.]**

**II. Required Texts and References**

[This section must include any required or recommended texts/other discipline-specific readings/materials assigned for the course. If there are none, state "There are no required or recommended texts or other materials for the course."]

**III. Information Literacy/Technological Resources**

[This section should include any technology (e.g. Blackboard, ExamSoft, software, etc.) the student will need to use for the course. If students are required to purchase and/or download software, links or instructions can be provided here.]

**IV. Methods of Instruction**

[This section should specify how the course instruction will be provided, such as lecture, flipped classroom, active learning exercises, simulation, lab exercises, etc.]

**V. Course Requirements/Expectations**

[This section includes and/or references the attendance policy, dress code policy, and professionalism policy from the program student handbook. Any additional requirements for the course should be specified or, if provided in Blackboard, the following language included: "Additional requirements or expectations for the course will be provided by the course director/instructor in Blackboard."]

**VI. Academic Integrity**

[Programmatic/School statement regarding academic integrity (definition, examples) and the consequences for violations. Include link to program policy, if applicable]

**VII. [If Applicable] Accreditation Standards**

[List accreditation standards that will be specifically addressed in the course by completing the table below, if the program is accredited. These should be the primary standards addressed in the course and not those that are only tangentially related to the course learning outcomes and content. This entire section (VII.) can be deleted for DMS courses.]

"The instruction and learning experiences provided through this course are designed to address the following standards required by the program's accreditor, ARC-PA."

<b>ARC-PA Standard #</b>	<b>ARC-PA Standard Area/Topic</b>
<i>Example: B2.02a,b</i>	<i>Anatomy, physiology</i>

**VIII. Course Goal(s)**

[Each course must provide at least one, if not several, broad goals that provide a rationale for the course. These should be stated from the perspective of what will be addressed and taught rather than the specific knowledge or skills students will achieve. For example, a course goal might be *To provide a better understanding of physical examination and how to perform various physical examinations as a physician assistant.*]

**IX. Program Competencies/Program Learning Outcomes**

[Each course must align with one or more Program Competencies (PCs) and/or Program Learning Outcomes (PLOs) that specify the knowledge, skills, abilities, and/or values students must demonstrate by the time they complete the program.]



Assignment Name or Type	[Optional] Number of Assessments	[Optional] Points Per Assessment	[Optional] Total Points	Overall Weight
<i>Example: Major written exams</i>	4	100	400	61%
<i>Example: Weekly quizzes</i>	15	5	75	12%
<i>Example: OSCE</i>	1	150	150	23%
<i>Example: Active learning exercises</i>	5	5	25	4%
<i>Example Total</i>	25	-	650	100%

## **XII. Remediation Policy**

[Program and School policy and procedure statement (or directions on where it can be found) regarding assessment/course remediation. If there are certain assessments within the course for which students can remediate and others which they cannot, this should be specified in this section.]

### XIII. Course Outline/Schedule

[Include a table in this section outlining the topics and assessments in the course. For didactic courses, the progression of topics should be based on date(s), weeks, units, etc (Column 1). Each session or unit must specify (Column 4) the Instructional Learning Objectives that students will be working towards by the end of the session/unit. Additionally, the overall Course Learning Outcomes listed above in Section IX must be mapped within the table for each topic/session (Column 2). For clinical courses, the Column 1 can be deleted if not applicable.]

“The tentative schedule of topics and their associated Instructional Learning Objectives (ILOs) and assessments are provided in the table below. The ILOs specify the knowledge and skills students are working towards achieving as a result of each session/unit. Additionally, the broader Course Learning Outcomes (CLOs) that describe the knowledge and skills students will demonstrate by the end of the course (see Section IX) have been mapped to each session/unit.”

[For didactic courses] Week or Unit (and date if applicable)	Course Learning Outcome #s	Lecture/Session Topic(s)	Instructional Learning Objectives (ILOs)	Assessment(s)
<i>Example: Week 1</i>	1, 2	<i>Reliability theory and methods of calculating reliability coefficients in educational and psychological measurements</i>	<p><i>ILO1: Students will describe the theoretical foundations of reliability in measurement, including different methods of estimating reliability and their application.</i></p> <p><i>ILO2: Students will calculate and interpret reliability coefficients for different instruments and forms of reliability.</i></p>	<i>Quiz 1</i>

#### **XIV. LMU Counselling Services**

LMU Counselling Services are provided to help students with any non-academic issue that is impeding a student's progress. At student mentee meetings, problems may be identified for which a **student's mentor will provide timely referral to services**. Students may also self-initiate an appointment. Common reasons to seek services or to be referred for counseling include but are not limited to sadness; personal situations that are causing social or academic difficulties; roommate or dating issues; stress or anxiety; eating disorders; low self-esteem; family issues; social anxiety; alcohol/drug issues; anger control or just having a safe place to discuss life's challenges and identify healthy ways to deal with them.

Counseling appointments are confidential and free of charge to all LMU students. Appointments are conducted via message, chat, phone, or video depending on student preference. To initiate an appointment:

1. Log in at [www.WELLCONNECTForYou.com](http://www.WELLCONNECTForYou.com) with the code: **LMU-STU**
2. Click the "Online Therapy" banner at the top of the page
3. Select "START ONLINE THERAPY"
4. Complete registration and get matched with a therapist
5. Download app and start therapy

#### **XV. School of Medical Sciences and Program Policies**

Students are responsible for reviewing and adhering to the policies within the Student Handbook for their respective program, which can be accessed through the corresponding program area on the School of Medical Sciences website: <https://www.lmunet.edu/school-of-medical-sciences/index>. Included within the Student Handbook is the program's Attendance Policy and Withdraw Policy.

Students must adhere to all academic policies and procedures outlined in the Catalog for their respective program, which is located on the LMU Academic Affairs website: <https://www.lmunet.edu/academics/catalogs/>

#### **XVI. University Policies**

**For information regarding verification of identity and identity protection please click the following links:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**Students with Disabilities Policy:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs at [daniel.graves@lmunet.edu](mailto:daniel.graves@lmunet.edu) or 423.869.6587 (800-325-0900 ext. 6587). For more information regarding accommodations, [click here](#).

The program will, to the best of its ability, develop mechanisms by which students can be accommodated while seeking to maintain the integrity of the curriculum. Certain types of accommodations, such as allotment of additional time during clinical assessments, may not be feasible to provide students while on clinical rotations.

***Please Note: The Department of Accessible Education Services strives for prompt communication. If you have not heard back from us in 5 business days from the date of this email, please email our department again.***

**Harassment, Discrimination, and Sexual Misconduct:** LMU prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. The LMU policies on harassment, discrimination, and sexual misconduct are located in the Student Handbook for the student's respective program, which can be accessed through the School of Medical Sciences website (<https://www.lmunet.edu/school-of-medical-sciences/index>), as well as the Office of Institutional Compliance website: <https://www.lmunet.edu/office-of-institutional-compliance/index.php>.

All LMU employees, except the counselors in the LMU Office of Mental Health Counseling, are Mandatory Reporters for sexual harassment on campus. This means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex-based discrimination, the employee is required to report the information to the Title IX Coordinator.

If you have experienced discrimination and would like to make a report to the University or discuss your options for support from the University, please contact:

Checovia Foster-Bruce Title IX Coordinator/Institutional Compliance Officer  
Grant-Lee 115 (Harrogate) and Duncan School of Law 249 (Knoxville)  
(423) 869-6315  
[c.foster-bruce@lmunet.edu](mailto:c.foster-bruce@lmunet.edu) or [titleix@lmunet.edu](mailto:titleix@lmunet.edu)

**In the Event of Inclement Weather,** students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information. Every effort will be made to make up any missed material which may involve schedule adjustments.

**Instructional Continuity in Case of Temporary Campus Closure Policy:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

***The contents of this syllabus are subject to change in ways that will improve the comprehension, retention and usage of the course objectives. Any changes will be announced as soon as possible after they are made.***

***This syllabus was reviewed for compliance and accuracy on ( date ) by ( faculty name ).***