## Syllabus Template

The MAERB has provided this syllabus template to provide guidance to Program Directors. It is an optional resource, but provides a useful overview of the required elements from the 2022 *Standards and Guidelines* and the requirements of MAERB Policy 220. The other components are based upon common academic convention. A program’s institution may require other items in the syllabus and that is perfectly acceptable. In addition, it may be that some required sections are placed in addendum that are also accessible to the students. Some programs also separate course syllabus from the course schedule. In those instances, it is important to note that both items need to be submitted to MAERB for the comprehensive review.

**NAME OF SCHOOL**

**COURSE NUMBER AND TITLE OF COURSE SYLLABUS**

**MAST 213 – Clinical Laboratory Science I (Lecture/Lab) Syllabus]**

(course title must match what is provided on the Registrar’s list)

**Term:**

**Credit/Quarter Hours:**

**Pre/Co-requisite(s):**

**Name of Instructor:**

**Instructor Office Location:**

**Instructor Phone:**

**Instructor Email:**

**Instructor Office Hours:**

**Day(s), Time, and Location of Class:**

**Course Description:**

(from the College catalog)

**Required Text and Other Materials Needed:**

Textbook: Name of author(s), name of book, edition of book, name of publisher and ISBN number and price

Other materials, if applicable

**Course Goals:**

Upon successful completion of this course, the student will be able to

Explanatory Note: Fill in what is applicable, if you want to include this section.

**Student Learning Outcomes/Objectives**

|  |
| --- |
| Explanatory Note: The two terms, “outcomes” or “objectives,” are used interchangeably, so it is up to the convention of the program.  It is recommended that the program use the exact terminology and numbering system from the MAERB Core Curriculum in this section, as the students will then be able to recognize clearly what they have been taught. It is not required, however, but in such situations, programs will have to submit a crosswalk to MAERB prior to its comprehensive review indicating how the language of the objectives/outcomes correspond to the MAERB Core Curriculum. The cognitive objectives and the psychomotor and affective competencies that are taught in that specific course need to be listed.  Some programs use an addendum to ensure that the students understand what outcomes/objectives are included in each course. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Cognitive Objectives:** (Use the MAERB Core Curriculum objectives found in Appendix B of the *Standards* and identify each with the appropriate number. Example: *II.C.1. Demonstrate knowledge of basic math computations*. “C” represents Cognitive.)

**Psychomotor Competencies:** (Use the MAERB Core Curriculum competencies found in Appendix B of the *Standards* and identify each with the appropriate number. Example: *II.P.2.* *Differentiate between normal and abnormal test results.* “P” represents Psychomotor).

**Affective Competencies:** (use the MAERB Core Curriculum competencies found in Appendix B of the *Standards* and identify each with the appropriate number. Example: *II.A.1. Reassure a patient of the accuracy of the test results.* “A” represents Affective.)

**Course Activities/Sequence or Timeline:** (Prepare a chart or table with this information)

Week Day/Date Readings Activity/Assignment Assessment

|  |
| --- |
| Explanatory Note: Some programs include this information as an addendum or have a separate handout for a course schedule. The course schedule would need to be submitted with the syllabus. |

**Evaluation:**

The assessment and grading of student performance in this course is based on the following activities:

Attendance points or percentage

Participation points or percentage

# of Quizzes points or percentage

# of Unit Tests points or percentage

Lab Session # points or percentage

Lab Session # points or percentage

Lab Session # points or percentage

Final Exam points or percentage

TOTAL POINTS POSSIBLE points or percentage

|  |
| --- |
| Explanatory Note: Be very specific when describing Psychomotor and Affective competencies and the evaluation requirements. Include information about how many times a student can attempt to achieve the psychomotor and affective competencies, and, if that varies from exercise to exercise, where students can find that information. It is important that the students understand that all the psychomotor and affective competencies need to be achieved prior to graduation. |

**Grading Scale**

|  |
| --- |
| Explanatory Note: You would outline what students would need to get in order to achieve a certain grade in the course. |

Include the grade that students need to achieve in order to pass the course and progress to the next course.

**Course Policies:**

|  |
| --- |
| Explanatory Note: Provide a detailed description of requirements of each policy. The policies listed below are typical ones included, but it can vary according to the rules of the program. |

1. Attendance
2. Make-up work
3. Cell phones
4. Withdrawal from course
5. Class conduct
6. Plagiarism
7. Inclement weather
8. Professional Behavior

**Support Services:**

|  |
| --- |
| Explanatory Note: Add in the relevant resources, such as writing tutors, extra lab sessions, and computer labs, to guide the students. |

|  |
| --- |
| Explanatory Note: Many programs add in a caveat, such as the one below, in order to ensure that the students are aware that the syllabus can change |

Instructors retain the right to adjust the course schedule and revise the course syllabus as needed.