

## Course Information

**Department:**

**Course Name:**

**Course Number & Section:**

**Course Credits:**

**Term/Year:**

**Class meeting time(s):** *(if applicable)*

**Location:** *(if applicable)*

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## Contact Information

**Instructor(s) name(s):**

**Office Location:** *(if applicable)*

**Phone:**

**Instructor(s) Availability:** *(specified time to meet outside of class)*

**Email:**

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## Course Description

The course description needs to be the one that is published in the AHU Catalog.

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## Prerequisites

List if there are any or enter N/A.

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## AHU Learning Outcomes

The faculty of AdventHealth University have identified seven learning outcomes all graduates should demonstrate. The seven learning outcomes are:

1. Caring (CA)
2. Communication (CO)
3. Critical thinking (CT)
4. Ethical/moral (EM)
5. Lifelong learning (LL)
6. Professional expertise (PE)
7. Service to community (SC)

Please note, not every learning outcome will be addressed in each course. For more information, please visit the [AHU Learning Outcomes](#) page. The learning outcomes are listed here, and the ones incorporated into this course are identified with the appropriate code(s) in the Course Objectives section.

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## Course Objectives

List four (required) or more learning objectives. Objectives generally answer the question: What should your students learn or be able to do as a result of participating successfully in your

course? Identify modes of thinking and transferrable skills when possible. The best constructed goals are specific, measurable, and attainable.

Example:

Several learning outcomes demonstrated in this course are identified in the following course objectives:

1. Students will demonstrate an accurate knowledge of major religion groups. (PE1)
2. Students will demonstrate comparable knowledge of global healthcare. (PE 2)
3. Students will apply interfaith communication evidence-based information to the healthcare profession. (CO 4)
4. Students will critically analyze spiritual practices of world religions. (LL 3)

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## Required Textbooks & Materials

- . List the textbooks, including: author, year, title, edition, ISBN#.
- . List all required materials or equipment.

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## Supplemental Textbooks & Materials

- . List the textbooks, including: author, year, title, edition, ISBN#.

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## Attendance/Promptness and Participation

- . AdventHealth University students are expected to attend and participate in all scheduled courses, laboratories, clinicals, and/or practicums. Student attendance in online courses is defined by federal regulations as an active participation in the course as described in other sections of the course syllabus. (Please refer to the AHU Catalog Attendance Policies or your program handbook for additional attendance policies)
- . Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed.
- . Explain your expectations on the use of technology in your course.

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## Teaching/Learning Methods

In addition to lectures, a variety of learning activities are designed to support the course objectives, facilitate diverse learning styles and build a community of learners. (Discussion, projects, presentations, etc.). Please include general standards/rubric by which you will grade / evaluate papers, problem solutions, other written work, electronic communication, in-class participation, etc. (You may list the types of learning activities, and to state that rubrics are located later in the syllabus,)

### **The following is optional:**

The University is engaged in a Quality Enhancement Plan (QEP) as part of our Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) re-accreditation process. AHU defines active learning as an approach that engages students to participate in the learning process to expand their knowledge by thinking, discussing, investigating, and creating. Various active learning strategies will be intentionally used by the instructor(s) to facilitate and reinforce your learning of the course content for current and future use. You may be asked to complete surveys from

the QEP while attending AHU to provide your perceptions of the use of active learning strategies in your courses.

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## Student Time on Task

Time on task is the total learning time spent by a student in a course. This includes instructional time, time spent studying, and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method (face-to-face, online synchronous, or asynchronous) or the particular learning activities employed, the amount of learning time in any course should meet the guidelines. Categories and allotted times will vary for each course and are subject to change at the discretion of the instructor. For a typical 14-week course, students can expect to spend an average of three hours per week/per credit in lecture, reading, group assignments etc. Therefore, a student can expect to spend nine hours per week on task for a three credit/14-week course. Students can expect to spend 18 hours per week on task for a three credit/7- week course.

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## Evaluation

### Grading

\*Add the AHU grading scale under (> settings > grading scheme) in canvas. Please use the appropriate scale.

#### Undergraduate Grading Scale

A 95–100%	B 83-86%	C 73-76%	D 63-66%
A- 90-94%	B- 80-82%	C- 70-72%	D- 60-62%
B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%

#### Graduate Grading Scale

A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 0-59%
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Please adhere to the current AHU grading policies.

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## Course Work and Late Submissions

Please state your departmental policy. Indicate your policy on late work, missed exams, and regrading.

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## Assessment of Learning (% of final grade)

Examinations  
Quizzes  
Reading reports  
Discussion

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Assignments (If listed in another area please tell the student where assignments can be found.)

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## APA Citation Style:

AdventHealth University writing standard is the current APA citation style and should be followed for writing assignments and official University documents, unless another referencing style is common to the respective professions.

Citation instructions for the APA style can be obtained at <https://apastyle.apa.org>.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

*Academic Writer* database accessible for remote access by all our students  
<https://academicwriter.apa.org/>.

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## Communication

Communication using Web-based tools has created the need for a protocol called “netiquette” that encourages efficient and effective communication while discouraging abuse of e-mail, message boards, and other forms on electronic communication. It is important for students to review the policy and expectations, please visit the [Netiquette Guide for Online Courses Policy](#).

Students who have academic needs related to their course should contact their assigned section adjunct instructor or lead course instructor. Students with other non-academic needs should contact the appropriate department (finance, library, writing center) or communicate to the Director of Online Student Success and Retention. Communicating your concerns or needs quickly ensures that the faculty and staff can take appropriate matters to facilitate a resolution or escalate your issue to the appropriate administrator.

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## Other Accreditation Requirements

Please add other requirements here.

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## University Policies

Please refer to the current [AHU Catalog](#), [Student Handbook](#), and [Policy and Procedures on the web](#) for complete academic and other policies. Students are accountable for reviewing and following all policies.

## Academic Integrity

Academic integrity is fundamental to the vision and mission of AdventHealth University. We place a high value on truth, which implies a corresponding intolerance of academic dishonesty. It is important that all students are judged on their ability, and no student is allowed an unfair advantage over others. Anything which affects the security and integrity of the learning process or diminishes the reliability and quality of a conferred degree is not acceptable. To graduate ethical, skilled professionals and citizens is a desired outcome of the University. See ***Academic Integrity under Policies and Procedures*** in the [AHU Catalog](#).

## AI Policy (Artificial Intelligence)

AHU encourages the adoption and responsible use of AI tools as aids to enhance learning and productivity. It is important to understand that AI tools are intended to support student work, and not to replace original thought or effort. These tools should be used only with explicit and clear permission from the course faculty, and then only in the ways allowed by the instructor.

All submissions, unless otherwise specified by the course faculty, must be the student's own, original work. This includes but is not limited to draft or final assignments, papers, projects, exams/quizzes, oral presentations, discussion boards, or other work. Use of any other person, or AI for submitted work it will be treated as non-original work and is considered academic misconduct and is subject to appropriate actions.

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## Academic Accommodation Clause

Students seeking course accommodations must first contact the Disabilities Coordinator at 407-303-1870 or [counseling@my.ahu.edu](mailto:counseling@my.ahu.edu) prior to or at the beginning of the trimester. The processing time for these forms is approximately two weeks. For further information, see [Disabilities](#).

AHU faculty and staff will take reasonable and appropriate steps to maintain confidentiality of the student and the information gathered.

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## Title IX Policy Statement

AdventHealth University's ("University") faculty are committed to creating a safe learning, working, and living environment that promotes personal integrity, civility, and mutual respect for all members of our community, and one that is free from gender and sex-based discrimination, misconduct, violence, or retaliation, including but not limited to, sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

Please note that the Title IX Policy designates all faculty members, including teaching assistants, as non-confidential employees. Under the University's Title IX Policy, all non-confidential employees must report all disclosures of sex or gender-based discrimination, misconduct, violence, or retaliation to the University's Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but the recipient of that information is not required to respond to such outreach. Reported information will remain private.

If you have (or someone you know has) experienced any form of sex or gender-based discrimination, misconduct, violence, or retaliation, and wish to speak with someone confidentially, please contact the University Chaplain - Reynold Acosta at [reynold.acosta@ahu.edu](mailto:reynold.acosta@ahu.edu) or 407-303-7747 ext. 110-1033 and/or the Mental Health Counselor - Betty Varghese at [counseling@my.ahu.edu](mailto:counseling@my.ahu.edu) or 407-303-1870. For more information regarding the University's Title IX procedures, reporting, support measures, or definitions and examples of specific conduct that constitutes sexual harassment and sexual violence/assault, please visit the [Title IX webpage](#).

Disclosures of gender and sex-based discrimination, misconduct, violence, or retaliation made in relation to an assignment and/or educational prompt will not result in a referral to the University's Title IX Coordinator unless requested otherwise.

## Pregnancy

To request accommodations for pregnancy and/or related conditions, students must directly contact the Title IX Coordinator/Deputy Title IX Coordinator.

## Title IX Policy Violation Process

A notice or complaint of an alleged violation of the policy should be reported to the Title IX Coordinator, Chauna-Kaye Pottinger (Orlando and Tampa Campus), and our deputy Title IX Coordinators: Ana-Michelle Carrington (Human Resources), Chauna-Kaye Pottinger (University Orlando Housing), or Katie Shaw (Denver Site). A notice or complaint can be submitted verbally or in writing via the online [Title IX/Discrimination Reporting Form](#).

Chauna-Kaye Pottinger – [chaunakaye.pottinger@ahu.edu](mailto:chaunakaye.pottinger@ahu.edu) (Orlando), 407-303-5526  
Ana-Michelle Carrington – [ana-michelle.carrington@ahu.edu](mailto:ana-michelle.carrington@ahu.edu) (Orlando) 407-303-9388  
Chauna-Kaye Pottinger – [chaunakaye.pottinger@ahu.edu](mailto:chaunakaye.pottinger@ahu.edu) (Student Housing), 407-303-5526  
Katie Shaw - [Katie.shaw@ahu.edu](mailto:Katie.shaw@ahu.edu) (Denver Site), 303-765-6271

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## Other Policies

Can be added here.

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## Disclaimer

This course syllabus with its policies, procedures, and assignments are subject to change in the event of extenuating or unforeseen circumstances, and/or to ensure better student learning. Students will be notified of changes in a timely manner.

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## Course Outline

Include dates you plan to cover specific topics (with reading assignments), the due dates for major assignments, and the due date for the final exam. This does not have to be included in the syllabus but must list where they can find them online. This can be included in the Modules section of Canvas.

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Course syllabus should follow this template with regards to order and information required. If there are additional items required by your program accreditation, please incorporate as required before the University Policies section. If you want to add more University policies, add after the Title IX section.

An electronic copy of the course syllabus must be submitted to the Department Chair prior to the beginning of class for departmental approval. The approved syllabus must be uploaded into the learning management system prior to the first day of class.