Insert School name here
Insert course number & title here
Insert credit hours here

Course Instructor/s:

Provide instructor name, contact information (e.g.— email, office phone, fax, mobile *optional*), and general policy for contacting instructor (i.e. – phone, email) and scheduling appointments (i.e.— office hours) and your policy on response time when students contact you.

Insert hyperlink to instructor bio here.

Course Description:

Insert the course catalog description here.

Course Delivery Description:

Provide a detailed explanation of the course delivery methodology. **An example has been provided below:**

This course is a web-based course delivered online (asynchronous) via Moodle. There will be five virtual class meetings (synchronous) via WebEx. These meetings will be from 6:00-8:00 PM. Please reference the class schedule for meeting dates. All WebEx class meetings will be recorded, and links to recordings will be provided if you are unable to attend. Attendance is required and highly recommended. Please inform the instructor if you are unable to attend.

Course Prerequisites:

List course prerequisites here. If there are no prerequisites, please indicate. **Do not leave this section blank.**

Required Course Materials:

Insert a detailed list of all required and optional materials needed for the course (i.e.— textbook, Workbooks, Computer Software, online resources, journal articles, reading, etc.), and how to obtain the resources. Include a full description of each required resource listed (i.e.— title, author, edition/version, ISBN, location materials are available for purchase). Clearly state

when the materials will be required for use.

Note: List textbooks using a full bibliographic entry in the format you will require students to use in the course (i.e.— MLA, Turabian, or APA format). If you are using online resources (webpages, journal articles, or applications), provide a hyperlink to the resource, and ensure the hyperlink is up-to-date and operational.

Permission of Use Statement:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder

Technology Requirements:

Technology will be utilized in this course and the student will need to be able to access online references, articles, and videos.

- *Samford Bulldog Email and Canvas accounts (required)*
- *Access to a computer and stable internet connection*
- *High-speed internet connection (DSL or cable modem, preferred)*
- *Headset with microphone or computer with built-in speakers and microphone*
- *Microsoft Office products (e.g. – MS Word, PowerPoint, Excel, etc.)*

[Technology Services](#) *offers telephone, email, and in-person support to all Samford student and employees. Technology Services is located in the lower level of University Library, Room 012. Hours of operation are as follows:*

> **Hours of Operation**
> *In person: [University Library, Room 012](#), Monday-Friday, 7 a.m.-5 p.m.*
> *Email: [support@samford.edu](#), Monday-Friday, 7 a.m.-5 p.m.*
> *Phone: [205-726-2662](#), 7 days a week, 24 hours*
> *Web address: [https://www.samford.edu/departments/technology-services/](#)*

The most recent information concerning computer requirements, training, access, hardware, and software options is available at:
[http://www.samford.edu/ts/Content.aspx?id=21474853371](#)

Samford utilizes the **Canvas Learning Management System (LMS)**. Canvas is best accessed using the most recent versions of Chrome or Firefox web browsers.

Computer & Digital Literacy Skills Expectations:

To participate and complete an online course, you are expected to have the following computer and digital literacy skills:

Computer Skills

Students are required to know how to use the software in the course. Microsoft Office 365 is available for free download to all current faculty, staff, and students. It is expected that students will be able to create and edit documents, presentations, and spreadsheets using these programs.

Written assignments should be completed using Microsoft Word since Microsoft Office 365 has been provided to all members of Samford University. If Microsoft Word is not used, please convert documents into a PDF prior to uploading into the university's LMS.

Microsoft Office 365 can be downloaded from the Technology Services website. You will need to sign in with your Samford User Name and Password to download and use this software.

LMS Skills

Students are expected to be able to access and use the university's LMS including upload assignment submissions, download course documents, post to discussion board and reply to other students' posts, view recorded presentations, send and receive email via school account, and use video conferencing applications.

Digital Literacy Skills

Digital literacy is the student's ability to locate, assess, utilize, create, and communicate information using technology.

- Locate instructional and research content via advanced search engine commands
- Assess digital content for its authority, purpose, and currency
- Utilize, create, and communicate information using technology
- Understand copyright and licensure practices in a digital environment

Technology can be problematic: Internet connections can be slow or down; computers may malfunction; power outages can cause delays or the inability to connect. Technological issues are not acceptable excuses for late assignments. Be prepared and have a backup plan.

Digital Library Skills

You will be required to extensively search peer reviewed academic journals related to your area of inquiry. In order to do this, you must be able to effectively search Samford University's journal databases and must know which databases to search. I strongly recommend setting up a time for an appointment with Lance Day, MLIS, MSW (a social worker, and) the Reference Librarian who has developed valuable resources for Social work students at Samford University Library. His contact information and the Social Work resources can be accessed directly from your browser at http://samford.libguides.com/socialwork.

Course Objectives (COs):

At the completion of this course, the student will be able to:

Insert the Course Objectives here, listed numerically (CO #1, CO #2, CO #3, etc.)

The course objectives align with the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) Social Work Competencies (SWCs) as follows:

Insert the CSWE Competencies (the number—SWC #1, SWC, #2, SWC #3, etc.—along with the text/the actual competency that will be taught in this course. At the end of each sentence, please list the corresponding Course Objectives (CO's) that align with the CSWE competencies (SWC's).

Instructional Method and Learning Strategies

Describe how the course will be organized (i.e. — project based, lectures, group work, quizzes, exams, etc.) and delivered (online, blended, face-to-face, synchronous, asynchronous). Discuss the various learning strategies which will be employed during the course (i.e. — active learning, written reflections, focused discussion, independent research, problem-solving activities, analytical writings, etc.).

Course Outline/Schedule:

Insert, hyperlink, or indicate the location of the course outline/schedule here. This section can be designated as "course outline" or "schedule." If you have already built your entire course in Moodle and it is completely open, you can instruct your students to "See Canvas for course outline/schedule." **Below is a template you can use to build your course outline/schedule, if you choose to list it in this document.**

Date/Week	Topics & Readings	Learning Activities
January 23rd - January 29th Week 1	Reading: Preface Topic: Introductions, Review Syllabus, Discuss Weekly Reflection Journals/Blogs, Modules 1, Project Proposals	Log on to Moodle and review syllabus Set up a blog and post link to the discussion board
January 30th – February 5th Week 2	The Essentials - Module 2, 4 & 5 (New Projects, Captions, Styles, and Timing)	Submit **Project Proposal** to the Discussion Board
February 6th – 12th Week 3	The Essentials – Module 6& 7	Discussion Board – Review one of two eLearning courses and evaluate the effectiveness of the style of learning

Note: Remember to align the course objectives (CO's) with module/unit objectives. Show a clear connection between outcomes, activities, and assessments as you build your course both in your syllabus and in Canvas.

Grading:

Clearly state your method of grading. Will you grade using weighted categories or points for each activity? List the grading scale for A's, B's, C's etc. Are assignments Pass/Fail? Be specific so there is no confusion for your students. Provide a visual aid to help your students conceptualize how they will be graded. **Below is an example of a grading template you can use along with Samford's grading scale at the bottom.**

ACTIVITY	POINTS
Attendance	**10**
Reflection Blogs (1 point each times 10)	**10**
Discussion Forum (2-3 points each times 4)	**12**
Assigned Reading & Reading Checks (10 points each times 5)	**50**
Project Proposal	**3**
Learning Theories Paper	**15**
Bloom's Taxonomy Project	**5**
Final Project	**25**

Final Project Report	**20**
TOTAL	**150**

Grade determination will be based on the following scale:

A	B+	C+	D+	F
93-100%	87-89.9%	77-79.9%	67-69.9%	below 59.9%
A-	B:	C	D	
90-92.9%	83–86.9%	73-76.9%	63-66.9%	
	B-	C-	D-	
	80–82.9%	70-72.9%	60-62.9%	

Getting Started with this Course:

Samford University uses the Canvas Learning Management System (LMS). To get started with the course, do the following:

1. Log onto the Samford access point by going to: portal.samford.edu.
2. Next select the Canvas icon on the upper left side of the screen. The Canvas dashboard will open, and your courses will be displayed in the middle of the screen.
3. Select your course to begin.
4. The course welcome page will open. Read the welcome section and follow the instructions for getting started.

You will need your Samford User Name and Password to log in to the course. If you do not have or don't know your Samford User Name, contact Technology Services at 205-726-2662 or support@samford.edu.

Course & University Policies:

Attendance

Although this is an online class students are expected to participate fully in all discussions and assignments

Assignments

Please give students an expectation of the turn-around for grading assignments (how long should they expect to wait to receive a grade/feedback for an assignment?).

Detailed descriptions and assignment rubrics can be found in Canvas. Late assignments will not be accepted. A detailed description of expectations can be found in Canvas under Student Expectations.

Academic Integrity

Students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also completely deficient in the scholarly maturity necessary for college study. Those detected in dishonesty are subject to severe punishment. The more dependence on cheating, the more inevitable becomes ultimate failure, often accompanied by public disgrace.

Any act to obtain an unfair academic advantage is considered dishonest. An academic integrity violation is defined as the act of lying, cheating or stealing academic information to gain academic advantage for oneself or another. Students who commit academic integrity violations will be charged as such and will be subject to the consequences of the violation as deemed by the faculty. Students should follow the complaint process as outlined in the current *Samford University Student Handbook.* http://www.samford.edu/files/Student-Handbook.pdf

Netiquette

Netiquette: Refers to "Network Etiquette." For students taking a web-based course, it is essential that you communicate effectively with your instructor and other students. The following are basic rules to be observed while interacting with others in online courses:

Basic Netiquette for All Online Participation

- Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all part of proper netiquette when taking an online class.
- Adhere to the same standards in your online communications as you would for traditional written language.
- Remember who your audience is when posting to discussion boards, sending emails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. **Remember:** *The online classroom setting is more formal than in public forums or personal chat groups you may have used.*
- Be clear and concise. Explain your ideas entirely but get quickly to the point.
- Using all capitals is the equivalent of SHOUTING and considered RUDE.
- Avoid "flaming" or attacking someone for their point of view. Remember that it will be read by everyone, including the instructor.
- Read over what you are going to send at least once, just as you would proofread a paper you submit. Remember, once you submit your work, discussion, or email, you cannot change what you have written.
- It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work

from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea. "Accidental" plagiarism is still plagiarism.

Chat Room Netiquette

- Dominating an online conversation is just as rude as it is in a face-to-face class. Everyone needs equal time.
- Do not lurk. This means that you are just reading and not participating.
- Your instructor's role is not to censor, so please use good taste when involved in a chat.
- Do not use acronyms -- Example ROFL (rolling of the floor laughing). Not all students will know the meanings of these. And use emoticons sparingly to help others understand the tone for your message.
- Remember to stay focused on the Discussion Forum assignment. Do not drift from the assigned topic or purpose of the discussion.
- In a forum/chat room that has a large number of participants, you may often need to clarify which response you are replying to. Be clear and concise.
- Remember that although the instructor may not be participating in your assigned forum/chat, a transcript of the chat is available for the instructor to view later.

Message/Discussion Board Netiquette

- Try to respond to discussion messages within a 24-hour period.
- Remember that since all participants will not be monitoring the message board at the same time, it may take some time for a response to your post.
- Read previous discussions before you comment or ask a question as the information may have already been covered.
- When posting a response, make sure you clarify which post you are responding to.
- If the topic you wish to address is already covered under an existing thread, do not start a new one.
- When responding to a specific comment, quote only the relevant part of the comment.
- If your response is longer than three or four lines, break it up into paragraphs to make it easier to read.
- Check in often. It is easy to fall behind and miss important posts by both instructors and students.

Email Netiquette

- Check your email often--this is the method the instructor will use most often to communicate with you.
- Always use your antivirus software to check files before you send them to others.
- Use your word-processing program to write assignments and check for spelling and grammar errors. Then copy and paste the work in the email to send to the instructor.
- **Most Important:** Always save a copy of your work to your hard drive or print a hard copy of all assignments uploaded or sent through email. Save a copy of any important email that you send to your computer. Things have been known to get lost in cyberspace!

Student Grievance Policy

The student grievance policy can be found in the *Social Work Student Handbook* found in the course site and the *Samford University Student Handbook.*

Americans with Disabilities Act

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services located in University Center Room 205, www.samford.edu/dr or disability@samford.edu, or call #726-4078. A faculty member will grant reasonable accommodations only upon written notification from Disability Support Services. Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course. Accommodations will not be implemented until we have met to review your accommodation letter.

Title IX
Samford University is committed to the creation and maintenance of a safe learning environment for students and the University community. In accordance with federal policy all University employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University Title IX Coordinator. If you wish to speak with an employee who is not required to report information, you can find a list of confidential resources listed in the online student handbook and the Title IX website.

Emergency Readiness

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for *RAVE* alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your *RAVE* Emergency Alert Information. Link to RAVE Emergency Alert

Samford University utilizes *Samford Alert* for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the *Samford Alert* app on your mobile device, laptop, desktop, or tablet, please click on this Link to Samford Alert app and go to the *In Case of Emergency* box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency. .http://www3.samford.edu/ops/publicsafety

Inclement Weather

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.