



## **SWK 331.02: SOCIAL WORK PRACTICE WITH MACRO SYSTEMS**

Spring 2020  
Tuesdays & Thursdays, 8:00am - 9:15pm  
HENH 304

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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**Office Hours:** Commerce- Tuesdays & Thursdays  
9:30-11:00am & 2:30-4:00pm  
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## **Overview of Course**

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### **COURSE DESCRIPTION:**

This practice course teaches the application of social work skills with organizations and communities. Students will apply a systematic approach to data gathering, assessments, planning, intervention and evaluation with organizations and communities. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, role plays, and written assignments. Prerequisites: SWK 225, 250, 270, 275, 322, 328 and 329. Concurrent enrollment in SWK 325, 348 and 350 required.

**NOTE:** The instructor will respond to **emails** within 24 hours following your initial communication during weekdays. Emails received on Fridays after 3:00pm will be answered the following Monday.

### **COURSE OBJECTIVE(S):**

The course objective is to provide the undergraduate student with a basic knowledge of macro practice in the social work profession.

### **RELATIONSHIP TO OTHER COURSES:**

This course serves as a foundation course in the program and provides further skill and knowledge when working with macro practice; organizations and communities. This course builds upon the generalist social work foundation in SWK 225, Introduction to Social Work, and the further exploration of policies, in the concurrent enrollment in SWK 328, Social Welfare Policy, and the macro perspective addressed while concurrently enrolled in SWK 322, HBSE II.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

### **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

**Competency 2.1.1** Identify as a professional social worker and conduct oneself accordingly

**Competency 2.1.2** Apply social work ethical principles to guide professional practice

**Competency 2.1.3** Apply Critical thinking to inform and communicate professional judgments

**Competency 2.1.4** Engage diversity and difference in practice

**Competency 2.1.5** Advance human rights and social and economic justice

**Competency 2.1.6** Engage in research-informed practice and practice-informed research

**Competency 2.1.7** Apply knowledge of human behavior and the social environment

**Competency 2.1.8** Engage in policy practice to advance well-being and deliver services

**Competency 2.1.9** Respond to contexts that shape practice

**Competency 2.1.10 (a)-(d)** Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Associated practice behaviors assessed in this course:

**Prac. Behaviors:** 2.1.5.2 Skilled at advocating for human rights and social and economic justice

**Prac. Behaviors:** 2.1.5.3 Skilled at engaging in practices that advance social and economic justice

**Prac. Behaviors:** 2.1.10[c].1 Initiates actions to achieve organizational goals

**Prac. Behaviors:** 2.1.10[d].1 Critically analyze, monitor and evaluate interventions

## Course Structure

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### **Texts and Associated Materials**

#### **Required Text:**

Brueggemann, William G. (2014). *The Practice of Macro Social Work. (4th Ed.)*. Belmont, CA: Brooks/Cole.

***Other required readings for each week/unit will be available in the corresponding folder in Brightspace course shell.***

### **Class Organization: Team-based Learning**

Much of what students learn in the classroom is through two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community.

Grounded on this perspective, this class is facilitated according to several pillars of the Team-based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team, which participate in in-class discussions and application activities throughout the semester (*Note: team meetings are not required outside of class time*). TBL also encourages a mid-term and end of term course assessments as well as a self-examination and peer assessments.

Teams of 5-6 members are formed strategically considering students' assets and liabilities in relation to the course content. The number of student assigned to a team in this course will depend on the total of students registered. The team activities are designed to foster critical thinking and instructional engagement. The permanent team strategy creates a sense belongingness and connectedness within team peers. It also offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an effective learning community each team member will assess their peers and complete a self-examination on their performance at mid-term up to date. Each team will also assess the development of the course at this time. The same assessment process will be repeated at the end of the semester. Further details on team-based learning will be shared the first day of class.



### **SELF- IDENTIFICATION FORM**

Students will complete a Self-Identification form the first day of class. Students will state general information on their student status, contact information, interest and experience with advocacy, community work, and management experience.

### **PRE-TEST & POST-TEST (15 pts. each)**

Students will take a pre and post-test on social work macro practice. The objective of this activity is to assess students' knowledge and interest in social work macro practice before and after the course.

### **SOLO ONLINE QUIZZES (120 points)**

Take 14 online quizzes (10 points each) on the corresponding chapter before class discussion. These will consist of multiple choice, true/false, short answer and/or essay questions. Students will not be able to make up quizzes after the due date. **The 2 lowest grades will be dropped.**

### **IN-CLASS TEAM ACTIVITIES (140 points)**

Students will participate in 8 in-class team activities. Each team will complete the activity during class time after content discussion with the instructor. **The lowest grade will be dropped.** Each activity is worth 20 points for a total of 140 points over the course of the semester.

### **ORGANIZATION ASSESSMENT (100)**

Students will identify and assess a social organization in the community. Students are to consider themselves licensed social workers who were hired by the Department of Health and Human Services (DHHS) to complete an assessment of a social organization to determine future funding allocation. Therefore, you will want to provide a thorough and objective evaluation of the organization. Students are encouraged to attend a board meeting or administrative meeting as permitted by the institution to help collect the information needed. The instructor will provide an outline and rubric for this assignment.

### **GRANT PROPOSAL (100)**

Students (in pairs) will write a grant proposal / request for proposal (RFP) to a state or national foundation. The instructor will provide the RFP guide and instructions. Students will assume the role of an Executive Director or Development Director and propose a new social organization or a new program for one of the institutions assessed at the beginning of the semester. The RFP will be graded based on how well students followed the RFP's instructions, the logic of the program, and the plausibility of the budget. This assignment is designed to give students a real world experience in writing a competitive grant.

### **PEER ASSESSMENTS (15 points)**

Complete a Peer Assessment form for each team member at the end of the semester. You may receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments on your peers, you will not receive the corresponding points. The assessment form is available in Brightspace for your review. You will also complete an assessment form as your self-examination of your performance in the team; however, this assessment will not be averaged to the peer assessment points.

<b>Assignments &amp; Examinations</b>	<b>Value</b>	<b>Due Dates</b>
<b>Self- Identification Exercise</b>	Completed/Not Completed	January 14 Complete in class
<b>Macro Practice Pre-test</b>	15	Sunday, January 19 11:59pm
<b>12 Solo Online Quizzes (10 pts. each)</b>	120	Mondays, 11:59pm (see schedule)
<b>7 In-class Team Activities (20 pts. each)</b>	140	Tuesdays or Thursdays in class (see schedule)
<b>Organization Assessment</b>	100	-
Selection of Organization Form (20 pts.)		Tuesday, 1/28 Submit hardcopy in class
Organizational Assessment Report (80 pts.)		2/23, 11:59pm
<b>Grant Proposal (RFP)</b>	100	-
GP- Phase I (20 pts.)		Sunday, March 29 11:59pm
GP- Phase II (80 pts.)		Sunday, May 3 11:59pm
<b>Team Peer Assessments</b>	15	April 30 Submit hardcopy in class
<b>Macro Practice Post-Test</b>	15	May 7
<b>Mid and Final Term Course Assessments (5 pts. each)</b>	(10)	Complete in class March 19 April 30
<b>TOTAL POINTS</b>	<b>505</b>	

### Grading Scale

90 – 100 % = A  
 80 - 89 % = B  
 70 - 79 % = C  
 60 - 69 % = D  
 59 % or less = F

# Course Outline and Schedule

Weeks/ Dates	Content	In-class Activities	Assignments & Examinations
Week 1	<b>Intro to the Course:</b> Description, Objectives, Structure, Policies, Assignments & Schedule  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Materials in week's folder</li> </ul>	<b>1/14</b> <ul style="list-style-type: none"> <li>Introductions</li> <li>Overview of the Course</li> <li>Complete Self-ID</li> </ul>	<b>Pre-test</b> 1/19, 11:59pm
		<b>1/16</b> <ul style="list-style-type: none"> <li>Assign Teams</li> <li>Course Expectations Activity</li> </ul>	
Week 2	<b>Overview of SW Macro Practice</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 1</li> <li>Materials in week's folder</li> </ul>	<b>1/21</b> <ul style="list-style-type: none"> <li>Lecture</li> <li>Organization Assessment Guideline &amp; Rubric</li> </ul>	<b>Quiz Ch. 1</b> 1/20, 11:59pm
		<b>1/23</b> <ul style="list-style-type: none"> <li>Team AA: Exploring Motivation and Stance on Macro Practice</li> </ul>	
Week 3	<b>Advocacy &amp; Social Action</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 13</li> <li>Materials in week's folder</li> </ul>	<b>1/28</b> <ul style="list-style-type: none"> <li>Lecture</li> <li>Submit Selection of Organization Form</li> </ul>	<b>Quiz Ch. 13</b> 1/27, 11:59pm
		<b>1/30</b> <ul style="list-style-type: none"> <li>Team AA: eAdvocacy</li> </ul>	
Week 4	<b>Macro Intervention: Action Social Model</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 2</li> <li>Materials in week's folder</li> </ul>	<b>2/4</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 2</b> 2/3, 11:59pm
		<b>2/6</b> <ul style="list-style-type: none"> <li>Team AA: Social Thinking</li> </ul>	
Week 5	<b>Philanthropy, Social and Task Group as Means of Social Change</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 3</li> <li>Materials in week's folder</li> </ul>	<b>2/11</b> <ul style="list-style-type: none"> <li>Lecture</li> <li>Career Development Day (<i>confirmation pending</i>)</li> </ul>	<b>Quiz Ch. 3</b> 2/10, 11:59pm
		<b>2/13</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	
Week 6	<b>Intervention with Human Problems</b>	<b>2/18</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 4</b> 2/17, 11:59pm

<b>Weeks/ Dates</b>	<b>Content</b>	<b>In-class Activities</b>	<b>Assignments &amp; Examinations</b>
	<b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 4</li> <li>Materials in week's folder</li> </ul>	<b>2/20</b> <ul style="list-style-type: none"> <li>TAA: Origins of Social Problems</li> </ul>	<b>Organizational Assessment Report</b> 2/23, 11:59pm
<b>Week 7</b>	<b><i>Solving Problems &amp; Social Change</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 5</li> <li>Materials in week's folder</li> </ul>	<b>2/25</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 5</b> 2/24, 11:59pm
		<b>2/27</b> <ul style="list-style-type: none"> <li>TAA: Solving a Social Problem</li> </ul>	
<b>Week 8</b>	<b><i>Social Organizations</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 10</li> <li>Materials in week's folder</li> </ul>	<b>3/3</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 10</b> 3/2, 11:59pm
		<b>3/5</b> <ul style="list-style-type: none"> <li>Grant Proposal Guideline &amp; Rubric</li> <li>Determine Working Pair &amp; Work on Grant Proposal</li> </ul>	
<b>Friday, March 6<sup>th</sup> Social Work Advocacy Day at Austin</b>			
<b>Week 9</b>	<b>Spring Break</b>		
<b>Week 10</b>	<b><i>Initiating Social Organizations: Planning &amp; Organizing</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 11</li> <li>Materials in week's folder</li> </ul>	<b>3/17</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 11</b> 3/16, 11:59pm
		<b>3/19</b> <ul style="list-style-type: none"> <li>TAA: Funding Search</li> <li>Midterm Course Assessment- Extra Credit</li> </ul>	
<b>Week 11</b>	<b><i>Administrative Practice: Direction &amp; Assessment</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 12</li> <li>Materials in week's folder</li> </ul>	<b>3/24</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 12</b> 3/23, 11:59pm  <b>Grant Proposal Phase I</b> 3/29, 11:59pm
		<b>3/26</b> <ul style="list-style-type: none"> <li>TAA: Supervision</li> </ul>	
<b>Week 12</b>	<b><i>Communities</i></b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>Chapter 6</li> <li>Materials in week's folder</li> </ul>	<b>3/31</b> <ul style="list-style-type: none"> <li>Lecture</li> </ul>	<b>Quiz Ch. 6</b> 3/30, 11:59pm
		<b>4/2</b> <ul style="list-style-type: none"> <li>Work on Grant Proposal</li> </ul>	



<b>Weeks/ Dates</b>	<b>Content</b>	<b>In-class Activities</b>	<b>Assignments &amp; Examinations</b>
<b>Week 13</b>	<b>Community Research &amp; Planning</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Materials in week's folder</li> </ul>	<b>4/7</b> <ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<b>Quiz Ch. 7</b> 4/6, 11:59pm
		<b>4/9</b> <ul style="list-style-type: none"> <li>• TAA: Community Engagement</li> </ul>	
<b>Week 14</b>	<b>Community Development &amp; Organizing</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 8 &amp; 9</li> <li>• Materials in week's folder</li> </ul>	<b>4/14</b> <ul style="list-style-type: none"> <li>• Lecture Ch. 8</li> </ul>	<b>Quiz Ch. 8</b> 4/13, 11:59pm
		<b>4/16</b> <ul style="list-style-type: none"> <li>• Lecture Ch. 9</li> </ul>	<b>Quiz Ch. 9</b> 4/15, 11:59pm
<b>Week 15</b>	<b>Global / International Social Work</b>  <b>Required readings:</b> <ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Materials in week's folder</li> </ul>	<b>4/21</b> <ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<b>Quiz Ch. 14</b> 4/27, 11:59pm
		<b>4/23</b> <ul style="list-style-type: none"> <li>• Work on Grant Proposal</li> </ul>	
<b>Week 16</b>	<b>Grant Proposal Presentations</b>	<b>4/28</b> <ul style="list-style-type: none"> <li>• <b>Presentations</b></li> </ul>	<b>Grant Proposal-Phase II</b> (include Phase I revised) 5/3, 11:59pm
		<b>4/30</b> <ul style="list-style-type: none"> <li>• <b>Presentations</b></li> <li>• End of Term Course Assessment- Extra Credit</li> <li>• <b>Submit Team Peer Assessments (hardcopy)</b></li> </ul>	
<b>Week 17</b>	<b>Finals Week</b>	-	<b>Post-test</b> 5/7, 11:59pm

# Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### *As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library - Room 132  
Phone (903) 886-5150 or (903) 886-5853  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates (2) active involvement in class activities and (3) attentiveness.
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom activities, discussions, role-plays, guest speakers and other experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two times being late to class or two early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered as follow:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<b><i>Summer 10-</i></b> <b><i>week</i></b>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

**Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* under University Website under Campus Life Documents at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66) on the.

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

**SW Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of

the classroom. Student conduct is to reflect the tenets of the *NASW Code of Ethics* located on the NASW website at <https://www.socialworkers.org/pubs/code/code.asp>.

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

## Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

## Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not

			iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
  
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
  
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
  
- Current anti-virus software must be installed and kept up to date.



Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
  
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each

student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### **System Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

## **Need Help?**

Learner Support The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

If you have any questions or are having difficulties with the course material, please contact your instructor.