



**SWK 503-01W: GENERALIST PRACTICE WITH
ORGANIZATIONS AND COMMUNITIES**

Online

Spring 2020

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 Location: Henderson Bldg. / Office 323E- Commerce Campus

Office Hours: Online- *Web conference scheduled upon request*
Q&A Forum available (replies within 24 hrs.)

Commerce- Tuesdays & Thursdays
9:30-11:00am & 2:30-4:00pm and by appointment

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Overview of Course

COURSE DESCRIPTION:

This second practice theory course builds on SWK 501, Generalist Practice with Individuals, Families and Small Groups, extending the concepts of strengths based practice to work with organizations and communities. The relationships between communities and organizations and at risk populations are infused throughout the course. Knowledge, values and skills will be obtained throughout the course. These will be gained through readings, oral and written assignments, and videos.

COURSE OBJECTIVE(S):

Upon completion of this course, students will have attained the following competencies:

1. Students will learn to use micro and mezzo skills appropriately in the macro environment.
2. Students will learn and apply systems theory to organizations and communities, and identify major differences between urban and rural areas.
3. Students will acquire knowledge, values and skills required for policy and organizational change.
4. Students will learn to use the evidence based knowledge and skills of mezzo and macro generalist practice in assessment and problem solving with organizations and communities.
5. Students will demonstrate commitment to the importance of ethics and diversity (age, gender, sexual orientation, ethnicity, race, disability and income) when examining theories, conducting assessments and planning macro level interventions.

RELATIONSHIP TO OTHER COURSES:

This course builds on the social work skills taught in foundation content of SWK 501 and relates SWK 521 to practice with organizations and communities. The areas of ethics and social justice are further integrated into the student knowledge base. It works in conjunction with SWK 513 to prepare the student for Advance Generalist Practice courses SWK 507, 508 and 557.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 nine 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 MSW 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. Content and assessment in this course reflect the bolded competencies and the following practicing behaviors:

2.1.1.1 Has commitment to career-long learning and growth

2.1.1.3 Practice personal reflection and self-correction to assure continual professional development

2.1.1.5 Demonstrate professional demeanor in appearance, behavior and communication

2.1.3.2 Is skilled at analyzing models of assessment, prevention, intervention, and evaluation

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.10[a].3 Develops a mutually agreed-on focus of work and desired outcomes

2.1.10[c].1 Initiate actions to achieve organizational goals.

Course Structure

Texts and Associated Materials

Required Text:

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2015). *Generalist practice with organizations and communities*. (6th ed.). Stamford, CT: Cengage Learning.

Other required readings and educational materials for each week will be available in the corresponding weekly folder in the course shell.

Tasks, Assignments and Examinations

	VALUE	DUE DATES
Peer Introductions Forum Students will have the opportunity to introduce themselves and meet class peers, as well as the instructor. Students will also have the chance to share their course expectations through this activity. It is important to participate in this forum and get to know everyone since the group will constitute a learning community.	(Completed / Not completed)	Sunday, February 9th
Online Course Readiness Assessment	(Completed /	Sunday,

Students will take an online quiz on the Syllabus content and the Online Course Navigation Guide. This will assess if the students read both documents and are ready to learn and excel in the course.	Not completed)	February 9th
Macro Practice Pre and Post Test 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 covering the course content. Students must complete the pre-test to take the post-test at the end of the semester.	(Completed / Not completed)	Sunday, February 9th Pre-test & Tuesday, May 5th Post-test
Survey: Time Availability for Web Conferences Students will complete the survey to select periods they may have available to participate in the weekly web conferences throughout the semester. The professor will schedule the web conference times according to the survey results. The weekly web conference schedule will be posted in the course calendar the second week of the semester. Web conferences will start on the third week. Remember, students will be able to participate live or watch the recorded conference. Students' live participation is totally voluntary.	(Completed / Not completed)	Sunday, February 9th
Discussion Forums Students will have the opportunity to participate actively in 5 discussion forums . The main objective of the forums is to learn from each analyzing, discussing, applying course content and sharing experiences and ideas. These threaded discussions will help you reflect and think critically for a more in-depth learning experience. Each forum will have a prompt to initiate the discussion. Note that you will be able to read and respond to peers' postings after you submit your initial post. The professor will not respond to all the posts, however, will intervene if any course concept needs clarification. We recommend to follow the recommendations below: <ul style="list-style-type: none"> • Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings, other materials and peers' posts. • Respond to main prompt by Friday evening. This will give students time to read and respond to peers' posts • Post reactions to peers' postings by Sunday. Note: Posts after the corresponding week period will not be acknowledged for participation grade.	(Completed / Not completed)	Throughout the semester: See Course Schedule
Course Participation Students are required to actively participate in the course throughout the semester. Students will access the course shell weekly to read the announcements, review corresponding PowerPoints, watch videos or read additional materials assigned, complete tasks assigned at the beginning and end of the semester, participate in discussion forums, and participate live or watch instructor's weekly web conferences. Points will be assigned based on the completion of tasks without point value, and time invested in the course.	100	Throughout the semester

Quizzes Students will take nine timed online quizzes (20 pts. each) throughout the semester. Examinations will focus on relevant information from lecture materials and course readings. Quizzes will consist of short answer, multiple choice, and true/false items. Notes: The lowest quiz grade is dropped. NO make-up quizzes.	160	Throughout the semester: See Course Schedule
Journal Article Review Students are expected to write an article review on Leadership or Supervision. Students will select an article from a list provided by the professor. The list of articles and the Guideline and Rubric will be posted in D2L under Table of Contents.	50	Sunday, March 15 th
Advocacy Organization Report Students will have the opportunities to identify an advocacy organization or community group working on cultural, social or policy change benefiting a particular population. The student will study the mission, vision, goals, and strategies adopted by the organization/group to move toward the change aspired. Student will also identify and reflect on how social work contributes to the movement considering our ethical responsibility. The Guideline and Rubric for this assignment will be available in D2L under Table of Contents.	50	Sunday, April 19 th
Field Placement Evaluation (2 phases) Students will assess their Field Placement. If the organization is large, students will focus on the specific internship program. Students are to consider themselves licensed social workers hired by the Department of Health and Human Services (DHHS) to complete an assessment of the social organization to determine future funding allocation. Students are encouraged to attend a board meeting or administrative meeting as permitted by the institution to help collect the information needed. The Guideline and Rubric for this assignment will be available in D2L under Table of Contents. Students will first submit the Selection of the Organization Form (20 points) . Feedback will be offered to each student to continue working on the assessment. The Field Placement Evaluation (80 points) will also be submitted in a form provided in the Guideline.	100	Sunday, March 1 st Phase I: Selection of Organization (20 points) & Sunday, April 12 th Phase II: Field Placement Evaluation (80 points)
Community Needs Assessment (2 phases) Students will assess the community where the field placement is located. As a macro or micro practitioner a community needs assessment can help respond to the population's needs and contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted according to the Guideline and Rubric posted in D2L under Table of Contents. You will find all documents and information needed in the same folder and attached to the assignment link. Students will first submit a Community Assessment Proposal (25 pts.) in the form provided by the professor. Feedback will be offered to each student to continue working on the needs assessment. The Community Needs Assessment (100	125	Sunday, March 29 th Phase I: Community Assessment Proposal & Sunday, May 3 rd Phase II: Community Needs

points) will also be submitted in a form provided in the Guideline.		Assessment
Extra Credit - TBD	(5)	Tuesday, May 5th
TOTAL		585

Policy on Due Dates:

All assignments and examinations to be submitted or completed online **are due** on the corresponding day **before 11:59pm**. Late assignments will NOT be accepted. **MAKE-UP** exams/quizzes will NOT be offered.

Formatting Papers:

All written assignments should be APA format including typed in 12-point Times New Roman, double-spaced, and one-inch margins; with a title page, reference page, and appropriate citations. Please make sure your papers have been spell-checked and are free of grammatical errors.

Grading Scale:

A= 90 - 100% of the total points

D= 60 - 69%

B= 80 - 89%

F= 50 – 59%

C= 70 - 79%

Course Outline and Schedule

Weeks/ Dates	Content	Weekly Activities and Examinations
Week 1 1/30-2/9	<p><i>Intro to SW Practice with Organizations and Communities:</i> Meet class Participants, Description, Objectives, Structure, Policies, Assignments, Course Schedule & Content Introduction</p> <p>Required readings and other instructional materials:</p> <ul style="list-style-type: none"> Syllabus Video/PPP: Introduction to SWK503 Tutorial: How to Navigate the Course Shell 	<ul style="list-style-type: none"> Peer Introductions Forum Online Course Readiness Assessment Survey: Time Availability for Web Conferences Macro Practice Pre-Assessment
Week 2 2/9-16	<p><i>Intro to Macro Practice & Ethical Responsibilities</i></p> <p>Required readings:</p> <ul style="list-style-type: none"> Chapters 1 & 12 Materials in week's folder 	<ul style="list-style-type: none"> Quiz: Chapters 1 & 12 Forum: Critical thinking (Ch. 1)

Weeks/ Dates	Content	Weekly Activities and Examinations
Week 3 2/16-23	<i>Communication Skills, Stress and Time Management in Macro Practice</i> Required readings: <ul style="list-style-type: none"> • Chapters 2 & 3 • Materials in week's folder 	<ul style="list-style-type: none"> • Participate live or watch weekly web conference • Quiz: Chapters 2 & 3 • Forum: Self-reflection on communication skills (Ch. 3)
Week 4 2/23-3/1	<i>Understanding Organizations</i> Required readings: <ul style="list-style-type: none"> • Chapter 5 • Materials in week's folder • Guideline & Rubric: Field Placement Evaluation 	<ul style="list-style-type: none"> • Participate live or watch weekly web conference • Quiz: Chapter 5 • Submit: Selection of Organization Form for the Field Placement Evaluation
Week 5 3/1-8	<i>Program Evaluation & Developing and Managing Organizations' Resources</i> Required readings: <ul style="list-style-type: none"> • Chapters 10 & 14 • Materials in week's folder 	<ul style="list-style-type: none"> • Participate live or watch weekly web conference • Quiz: Chapters 10 & 14 • Forum: Social media: An advantage or disadvantage for social organizations(Ch. 14)
Week 6 3/8-15	<i>Leadership & Supervision</i> Required readings: <ul style="list-style-type: none"> • Chapters 4 & 13 • Materials in week's folder • Instructions: Journal Article Review 	<ul style="list-style-type: none"> • Participate live or watch weekly web conference • Quiz: Chapters 4 & 13 • Submit: Journal Article Review
Week 7 3/15-22	<i>Organizational Change: Agency Policies, Projects and Programs</i> Required readings: <ul style="list-style-type: none"> • Chapters 6 & 7 • Materials in week's folder 	<ul style="list-style-type: none"> • Participate live or watch weekly web conference • Quiz: Chapters 6 & 7 • Forum: Organizational change & ethical dilemmas (Ch. 6)

Weeks/ Dates	Content	Weekly Activities and Examinations
Week 8 3/22-29	<i>Understanding Neighborhoods & Communities</i> Required readings: <ul style="list-style-type: none"> Chapter 8 Materials in week's folder Guideline & Rubric: Community Needs Assessment 	<ul style="list-style-type: none"> Participate live or watch weekly web conference Quiz: Chapter 8 Submit: Community Needs Assessment Proposal
Week 9 3/29-4/5	Spring Break	
Week 10 4/5-12	<i>Individual Web Conferences on Community Assessment Proposals and Q&A Program Evaluation</i>	<ul style="list-style-type: none"> Work on Program Evaluation of Field Placement Work on Community Needs Assessment Submit: Field Placement Evaluation
Week 11 4/12-19	<i>Advocacy and Social Action with Oppressed Populations & Ethical Dilemmas</i> Required readings: <ul style="list-style-type: none"> Chapter 11 Materials in week's folder Instructions: Advocacy Organization Report 	<ul style="list-style-type: none"> Participate live or watch weekly web conference Quiz: Chapter 11 Submit: Advocacy Organization Report
Week 12 4/19-26	<i>Community Change: Engage, Assess Potentiality, Intervene and Evaluate</i> Required readings: <ul style="list-style-type: none"> Chapter 9 Materials in week's folder 	<ul style="list-style-type: none"> Participate live or watch weekly web conference Quiz: Chapter 9 Forum: Engaging with people with influence (Ch. 9)
Week 13 4/26- 5/3	<i>Individual Web Conferences on Community Needs Assessment</i>	<ul style="list-style-type: none"> Work on Community Needs Assessment Submit: Community Needs Assessment
Week 14 5/3-8	Finals Week	<ul style="list-style-type: none"> Macro Practice Post-Assessment End of Term Course Assessment

Student Rights and Responsibilities

"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 in conflict will be allowed to prevail. 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

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.
- Time management is essential to excel in graduate school. Graduate students should dedicate 8 to 10 hours per online course during a semester period.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class 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 (2) times being late to class or two (2) 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:

<u>Weekly (class meets 1X week)</u>	<u>Up to 2 absences: No Penalty</u>	<u>3 absences: 1 letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly (class meets 2X week)</i>	<i>Up to 3 absences: No Penalty</i>	<i>4 absences: 1 Letter grade drop</i>	<i>5 absences: 1 Letter grade drop</i>	<i>6 absences: Class grade of "F"</i>
<i>Summer 10- week</i>	<i>Up to 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade 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 D2L, students must log in and complete assignments as required in the course. **Not logging onto D2L (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 the *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct

This code is *located in the Student Guide Book at*

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University's Website under Campus Life Documents. To learn about the University's policies related to student academic and behavioral expectations for students refer to the Guidebook.

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).

National Association of Social Workers' (NASW) Code of Ethics

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 *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

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.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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 for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

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
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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 point release of that major version) and the previous major version of iOS (the latest minor or point 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.

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.