



SWK, 507, 03W 04W: Organizations and Social Policy

COURSE SYLLABUS: Summer 1 2026

INSTRUCTOR INFORMATION

Instructor: Tahvia Robinson-Merrill

Office Location: Online

Office Hours: by Appointment

Office Phone: 903.468.3047

Office Fax:

University Email Address: Tahvia.Merrill@etamu.edu(preferred)

Preferred Form of Communication: Email

Communication Response Time: Within 2 Business Day

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required

- Brown, M. E., & Stalker, K. (2022). Social Work Skills for Community Practice: Applied Macro Social Work Second Edition In Social Work Skills for Community Practice: Applied Macro Social Work: Second Edition (pp. 1-375). Springer Publishing Company.
<https://doi.org/10.1891/9780826158352>
- American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.).<https://doi.org/10.1037/0000165-000>

Optional Texts and/or Materials

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. To purchase

access:<https://swes.net/allproducts/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

The syllabus/schedule are subject to change.

COURSE DESCRIPTION

This course utilizes the concepts of empowerment-based practice and the strengths perspective for macro work with client systems such as organizations and communities. Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values, and cognitive and affective processes that comprise the expected outcomes for this course.

Competencies	Assessment/Assignment	Dimension
Competency 5 : Engage in Policy Practice		
A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;	Petition for change	Knowledge, Skills, Values and Cognitive and Affective Processes
B. apply critical thinking to Analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		Knowledge, Skills, Values and Cognitive and Affective Processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks,	Community Intervention paper	

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when assessing clients and constituencies;		
B. Demonstrate respect for client self- determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed- upon plan.		
Competency 8: Intervene with Individuals, Families,		
A. Engage with clients and constituencies to critically choose and implement	Community Intervention paper	Knowledge, Skills, Values and Cognitive and Affective Processes
Culturally responsive, evidence- informed interventions to achieve client and constituency goals;		
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

COURSE REQUIREMENTS

The syllabus/schedule are subject to change.

MINIMAL TECHNICAL SKILLS NEEDED

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

INSTRUCTIONAL METHODS

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

Assessments	Value
Community Intervention Paper (75pts) Community Presentation (25pts)	100 pts
Petition for change	50 pts
Grass Roots vs Nonprofit Organization paper	50 pts
Midterm Exam	50 pts
Final Exam	50 pts

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TOTAL	300pts
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ASSESSMENTS

1. COMMUNITY INTERVENTION PAPER (75 points) & COMMUNITY PRESENTATION (25 points)

See Rubric: APPENDIX A

This assignment involves writing a 6–8-page paper that proposes a community intervention to a significant LOCAL community problem. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources. This paper should reflect the content from all applicable assigned readings. The paper must be correctly referenced using American Psychological Association (APA) guidelines. Special attention should be given to the correct style of referencing. Papers need to be original and typed, with clear and lucid analyses and excellent grammar.

Please note that this is a graduate-level course, and the expectations are considerably higher than those at an undergraduate level. This research paper is intended to demonstrate your ability to apply a macro-level model of intervention to a real problem situation. The paper should be written in a formal, scholarly format.

In addition to reflected problem analysis, planned intervention and proposed change efforts consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing.

Your selected problem should target one specific community (rural, urban or an intersection of both) or regional area and the content related to community assessment and resources should be specific to that community. Be sure to use APA format and the headings provided in the paper’s outline and rubric. Use at least 8-10 peer reviewed resources including your textbook.

Presentation– You will be expected to present your identified problem, assessment data, and proposed solution to a body of LOCAL POLICY DECISION-MAKERS (such as city council, county commissioners, local school board, Council of Governments, public hearing on a particular issue, etc.). All communities have decision-making bodies that are open to public comment and input. However, you will need to find out the parameters of such input AHEAD OF TIME. Sometimes there is a time limit and advance request for permission to speak. Failure to present before an appropriate group will result in point deductions. You will need to include documentation (including a contact person) that can verify your presentation.

2. PETITION FOR CHANGE SEE RUBRIC (50 points)

See Rubric: APPENDIX B

Students are to work with their assigned group and decide on a social or community problem and strategy to enhance social justice and quality of life. Students are to write a petition to be submitted

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through Change Communications (www.change.org). Each group should submit ONE draft of the petition. Groups are encouraged to get approval from their instructor on their selection of the problem. One member of the group shall then submit the petition online after receiving instructor approval incorporating any changes recommended/required by the instructor. This assignment is intended to have 2 purposes: one is to require students to use group skills and the other is to allow students to actively engage in community change and impact a social problem using an electronic venue. Points awarded for this assignment will include the instructor's assessment of the "group process", meaningful and constructive contributions, group member feedback directly to the instructor, AND the number of votes that the petition generates in the week following the posting (use your Facebook or other means to encourage others to sign your petition!)

3. Grass Roots Organizations vs. Non-Profit Organizations (50 pts)

See Rubric: APPENDIX C

Students are to write a 4-5 page paper over one grassroots organization and one nonprofit organization. The Paper should cover the following: An introduction which provides an overview of each organization including the founder or executive directors and close this section with the purpose of your paper. Comparison of similarities and differences between a grassroots organization and a nonprofit organization. Summarize each organization (using information from website and other research) including its history, target population, services provided, grassroots initiatives, funding sources role and relationship of clients in the operations of the program. Relate what you learned about the grassroots and nonprofit organization to content from your readings. Be sure to use APA format and the headings provided in the paper's outline and rubric.

(DO NOT USE AI TO WRITE YOUR PAPERS. However, if you use it for revision purpose, you must adhere to the AI policy below)

AI Use Policy for Community Intervention Paper, Petition for Change or Grassroot vs Nonprofit Organization paper Papers

Use of AI Tools for Assignment Review

Students are encouraged to use AI tools (such as Microsoft Copilot, ChatGPT, or other platforms) to review their **Community Intervention Paper, Petition for Change or Grassroot vs Nonprofit Organization papers** before submission. This may include asking for feedback on clarity, structure, or alignment with the instruction and rubric. However:

- AI tools may **not be used to write Community Intervention Paper, Petition for Change or Grassroot vs Nonprofit Organization papers** or complete the assignment on your behalf.
- Any AI-generated feedback or grading must be clearly identified and used for **revision and learning**, not as a substitute for your own evaluation and cited correctly per APA guidelines. If used, but not cited/documented, your paper will be considered plagiarism, and you will receive a "0"

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- [Here is a link to information to correctly cite the use of AI per APA guidelines](https://apastyle.apa.org/blog/cite-generative-ai-references)
- <https://apastyle.apa.org/blog/cite-generative-ai-references>
- If you use any AI tool, you must complete the **AI Companion Reflection** (see below) to demonstrate ethical and thoughtful use of AI. **This will be the final Section of each assignment.**

AI Companion Reflect Section

This policy is designed to you students develop responsible AI literacy and enhance their analytical skills through guided support. AI Companion Reflection (Required if AI was used) Students who use AI and do not submit this component of the paper will receive a “0” for the assignment.

If you used an AI tool to review **Community Intervention Paper, Petition for Change or Grassroot vs Nonprofit Organization papers** please respond to the following in 1–2 paragraphs:

1. **How did you use the AI tool?** (e.g., What questions did you ask? What kind of feedback did you receive?)
2. **What did the AI get right, and what did it miss?** (Did it help clarify your thinking? Were there any inaccuracies or oversights?)
3. **How did the AI feedback influence your final submission?** (Did you revise anything? Did it deepen your understanding of the research design?)

Your reflection will not be graded for correctness, but for thoughtfulness and transparency. The goal is to help you engage critically with AI as a tool—not a shortcut. NOTE*** Students who use AI and do not submit this component of the paper will receive a “0” for the assignment.

Specific upload instructions Upload a copy of your final version first (with AI changes included) Next. Copy a copy of your paper prior to using any AI assisted tools including Grammarly.

Course Outline/Calendar

Course Outline/Calendar

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities Assignments & Examination
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Week 1		Part 1-The pre-engagement phase Chapter 1: the application of community practice skills in macro social work	-Review Course syllabus and expectations -participate in the meet/greet zoom meeting and form groups -read chapter 1
Week 2		Part 1-The pre-engagement phase Ch. 2: Entering the Community and Using Interviewing Skills to Understand People, Issues, and Opportunities Chapter 3. Recruiting Potential Participants	-Read chapter 2& 3
Week 3		Part 1-The pre-engagement phase Ch. 4: Developing Relationships and Partnerships with Grassroots and Formal Organizations Ch. 5: Using Dialogue, Traditional and Digital Storytelling, and Structural Group Work Techniques to Identify Community Issues	-Read chapter 4 & 5 -Discussion #1
Week 4		Part 2-The Engagement Phase Ch. 6: Engaging Participants in the Discovery, Assessment, and Documentation of Community Strengths and Challenges	-read chapter 6 -Peer review of draft of sections 1 and 2 of community intervention paper due
Week 5		Part 2-The Engagement Phase Ch.7- Facilitating Leadership Development and Group Decision Making: Encouraging Public Participation in Planning and Engaging Constituents in the Development of Action Plans	-Read chapter 7 -Discussion #2

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Week 6		Part 2-The Engagement Phase Ch. 8.-Taking Action: Group Processes for Implementing Action Campaigns and Change Strategies	-Read chapter 8 -Publish and market petition for change online
Week 7		Part 3- The post engagement phase Ch. 9: Working with Community Groups to Critically Reflect and Engage in Dialogue on the Process and Outcomes of Action Plans	-Read chapter 9 -Discussion #3 -Petition for change
Week 8		Part 3- The post engagement phase Ch. 10: Discovering Whether and Why the Action Worked: Using Participatory Research to Conduct Formal Evaluations	-Read chapter 10 -Complete Mid Term Exam
Week 9		Part 3- The post engagement phase Ch. 11 Using Social Work Skills to Advocate for Legislation” Read Handout on “How to Run Mtgs”	-Read chapter 11 -Discussion #4
Week 10		Part 4 additional applications of social work skills for community practice Ch. 12 Social Work Skills for Community Building	-read chapter 12 -Grass roots community bldg interview
Week 11		Part 4 additional applications of social work skills for community practice Ch. 13 Leadership, Teamwork and Supervision in Macro Social Work Practice	-Read chapter 13

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Week 12		Part 4 additional applications of social work skills for community practice Ch. 14: Interpersonal Skills in a Global Context: Advocating for Human Rights	-Read chapter 14
Week 13			-Community intervention -Presentation and paper due
Week 14		Wrap up Community intervention paper and presentation	-Complete community intervention
			Presentation Feedback
Week 15			-Complete online class evaluation -Complete final exam
Week 16			-Complete online class evaluation

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depend 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. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F course when

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appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

Class Attendance and Participation

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll calls will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced Or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

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*.

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the

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professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#). Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#)

APPENDIX A Grading Rubric

Community Intervention Paper & Community Presentation

Score	Possible Points	Point Breakdown	Area	Consisting of
	5	<p>Introduction of a significant LOCAL community. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources.</p> <p>Describe what makes it a community using content from your readings, identify a significant problem affecting the community</p> <p>direction or purpose of your paper (thesis statement). This should be and close the section with the</p> <p>in general what your paper is about.</p>	Subject	Identification

	15	10 pts. Problem Description- Provide a description of the problem including how widespread it is along with its causes and consequences. Students are to use appropriate scholarly resources to support your description of the problem. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Demonstration of Assimilation of Knowledge	Discussion
	5	Describe the target of change. Local public officials, elected officials, local institutions		

	5	Scope of concern		
	15	Planned intervention and proposed change- Describe your proposed intervention or change effort. It must be a macro-level model of intervention (analyze, formulate, and advocate for policies) Be sure to consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Specify the social work roles you would play as a community practitioner.		
	5	Desired or expected outcomes		

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	15	Theories of community practice- Apply theories and concepts from assigned readings.		
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of the experience. WITHOUT USING FIRST PERSON	Critical Thinking	Your conclusion
	20	Community Presentation- Describe your community presentation experience (describe your emotions and thoughts) and upload verification form and other supporting documents (pictures, videos etc)		
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the	Writing Competency	Professional Presentation
		reader, APA used (Cover Page, in text citations and Reference page are A MUST).		
	100	Total		

**Appendix B
Grading Rubric
Petition for Change**

Score	Possible Points	Point Breakdown	Area	Consisting of
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	5	Introduction of a social or or purpose of your paper (thesis statement). This should be in general what your petition is about. community problem and direction	Subject	Identification
	25	Discussion of the strategy to address social or community problem and enhance social justice and quality of life. Cite credible theoretical or statistical evidence to showing your comprehension of the information and persuade your target audience to sign your petition.5 pts. each – Follow up- provide the number of votes your petition generated a week after it was posted.	Demonstration of Assimilation of knowledge	Discussion
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of why you need your readers to respond to your petition. WITHOUT USING FIRST PERSON	Critical thinking	Your Conclusion
	15	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used	Writing Competency	Professional Presentation
	50	Total		

Appendix C Grading Rubric
Grass Roots Organizations vs. Non-Profit Organizations

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Score	Possible Points	Point Breakdown	Area	Consisting of
	5	Introduction of one grassroots organization and one nonprofit cover the following: Introduction, founder or executive directors and close section with the direction or purpose of your paper (thesis statement). This should be in general what your paper is about.	Subject	Identification
	15	Grassroot organization vs, nonprofit organization 5 pts. each – Students are to compare the similarities and differences between a grassroot organization and a nonprofit organization. 10 summarize and compare organizations (using website and research) including their history, target population, services provided, funding sources role and relationship of clients in the operations of the program.	Demonstration of Assimilation of knowledge	Discussion
	15	Relate what you learned about the grassroot organization to content from your readings.		
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of both organizations. WITHOUT USING FIRST PERSON	Critical thinking	Your Conclusion
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used (Cover Page, in text citations and Reference page are A MUST).	Writing competency	Professional Presentation
	50	Total		

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

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@etamu.edu.

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TECHNOLOGY-RELATED ISSUES

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line

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- Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY PROCEDURES/POLICIES

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

ACADEMIC INTEGRITY

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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USE OF ARTIFICIAL INTELLIGENCE

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

STUDENTS WITH DISABILITIES-- ADA STATEMENT

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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

NONDISCRIMINATION NOTICE

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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

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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 ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

MENTAL HEALTH AND WELL-BEING

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

School of Music Mission Statement:

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The School of Music at East Texas A&M University promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

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