



SWK 340:01W Global Perspectives for Human Welfare

COURSE SYLLABUS

Web-based

Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Asia Bennett, LCSW

Office Location: Virtual

Office Hours: Varies

Office Phone: N/A

Office Fax: N/A

University Email Address: Asia.bennett@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Within 48 hours Weekdays

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Mapp, S. C. (2021). Human rights and social justice in a global perspective: An introduction to international social work. Oxford University Press.

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

COURSE DESCRIPTION

This course introduces students to concepts related to the global development of social work and the interdependence of nations. The course focuses on themes of worldwide connection and interaction among social workers as well as the reciprocity of professional technology and practice. In addition, there is a concentration on the need to develop a more humane and multidimensional approach to social and economic problems around the world as well as develop a commitment and sensitivity to marginalized populations.

Prerequisites: NONE

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/or cognitive and affective processes that comprise the expected outcomes for this course.

1. Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
2. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 2 Behaviors	Activity/Assessment	Dimension
Behavior A: Advocate for human rights at the individual, family, group, organizational, and community system levels; and	Transformational Project	Values Knowledge Skills Cognitive Affective & Processes
Behavior B: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	Transformational Project	Values Knowledge Skills Cognitive Affective & Processes
Competency 3 Behaviors	Activity/Assessment	Dimension
Behavior A: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	Quizzes: Chapter 3: Human Trafficking, Chapter 7: AIDS, Chapter 4: Child Welfare, Chapter 8: Issues Affecting Women, Chapter 9: SW and the Physical Environment Discussion Board: World Religion, Culture Influence,	Knowledge Skills

Competency 2 Behaviors	Activity/Assessment	Dimension
	Geographical Knowledge, Human Trafficking	
Behavior B: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	Indigenous People Assignment	Knowledge Skills

COURSE REQUIREMENTS

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

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.

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

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

Assessments	Percentage
Indigenous People	10% (50 pts)
Transformational Project	40% (150 pts)
Discussion Board (4 @ 10pts)	20% (40 pts)
Quizzes (5 @ 10pts)	30% (50 pts)
TOTAL	100% (290 pts)

ASSESSMENTS

Indigenous People Assignment (50 points):

Students will watch the following video [Types of Indigenous People in the World | 11 Different Indigenous or Aboriginal People in countries](#)

Next, students will answer the questions listed below using complete and well-thought sentences. They must include the questions.

1. Who are the first and most famous indigenous people? (5 pts)
2. Who are Indigenous or Aboriginal people (defined)? (10 pts)
3. Who are the Berbers of Morocco? (5 pts) How many Berber-speaking people live in Africa? (5 pts)
4. Who are the Mayans? (5 pts) What are some things that the Mayans of Guatemala and Mexico practice? (5 pts)
5. What is the name of the traditional Maori art of tattooing the skin (Maori of New Zealand)? (10 pts)

Grammar, clarity, and punctuation (5pts)

Transformational Project (150 points):

Students will research a specific need of a people group and develop a “transformational human needs developmental project,” which could be applied as a means of social work intervention on the mezzo or macro level.

Each student will develop a creative PowerPoint presentation. The presentation must be recorded and not exceed 15 minutes using Zoom, Google Meet, YouTube, Canva, etc. The presentation must capture the items listed in the outline. Students must upload their presentation to D2L and the link to their recording. **See appendix for rubric.**

- I. Brief introduction to the project (5 pts)**
- II. History of the area (15 pts)**
 - A. Describe the local setting (rural, urban, etc.)
 - B. Describe the people group
 - C. Describe the condition of the people group (holistic view including physical, psychological, social, etc.)
- III. Needs assessment (10 pts)**
 - A. Statement of need
 - B. Statistical and research data supporting needs assessment
 - C. Other entities providing assistance (government or private aid organizations, etc.)
- IV. Planning process (10 pts)**
 - A. Methods for involving the government, community, local entities, etc. in the planning
 - B. What constraints must be considered in responding to the need (i.e. access, customs, restrictions, etc.)
 - C. Describe the method of carrying out the planning process
- V. Proposal for response (30 pts)**
 - A. Include specific objectives, goals, and action plans for the project
 - B. Describe the proposed supervision of the project and local leadership involvement
 - C. Describe the method of project evaluation
- VI. Resources needed (15 pts)**
 - A. Human resources both local and international
 - B. Material and financial resources both local and international
- VII. Theoretical Connection (15 pts)**
 - A. Connect your project to the theories discussed in your textbook and discussions at the beginning of the semester (Dependency and Modernization theories). You may use the concepts of the theories to help further your understanding of the condition, the people, and the need for a proposal for a response.
- VIII. Brief summary (15 pts)**
- IX. APA and appropriate resources (15 pts)**
- X. Grammar, clarity, and organization (15 pts) (List the headings for each section: 1-8)**

XI. Preparedness (5 pts)
Total-150

Quizzes (10pts each = 50 points):

Students will participate in five short quizzes at various times during the semester. The quizzes will have M/C, T/F, and matching. Each quiz will cover the assigned reading for the week in which the quiz is given. The quiz will be open at least 3 days during the assigned week, and students will have extended time to complete the quiz once it is open.

Discussions Board (10pts each = 40 points):

Throughout the course, students will be required to participate in various discussions, small assignments or activities online. For discussions, you must post your own thoughts and ideas under the appropriate discussion tab and then respond to the post of ONE of your peers. Students need to apply critical thinking when responding. Each discussion will be open when the course opens. However, you will need to respond to the prompt and reply to ONE peer by the due date.

Discussions/Postings will follow the same format each time and are as follows:
Responses to the prompt will need to be 8-10 sentences in length. Then students must respond to ONE of their peers by the due date. By waiting to respond to peers until AFTER everyone posts, ensures that students have read what their peers have written. The responses to a peer will need to be 3-5 sentences in length. **See appendix for rubric**

Due Date Policy

All students are required to submit assignments on or before the due date. An exception may be granted for those who contact the instructor and make arrangements to submit at a later date due to illness and/or urgent matters.

Course Outline/Calendar

Note: Zoom meetings and due dates may be adjusted based on instructor and/or student needs.

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Week 1 Aug. 17th-23rd Classes Begin August 20th	Biweekly (See D2L for Schedule)	• Introduction & Overview of Class • International Social Development (Chapter 1)	• Attend Live Zoom Session (Optional) • Read the entire syllabus • Begin to Read Chapter 1 & Review PowerPoint Slides

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
			• Work on the Study Guide • Work on Discussion #1: Geographic Knowledge • Brainstorm Topic for Transformational Project
Week 2 Aug. 24th - 30th		• International Social Development (Chapter 1)	• Continue to Read Chapter 1 in Textbook and Begin to Read Chapter 2 & Review PowerPoint Slides • Review PowerPoint/Recording • Brainstorm Topic for Transformational Project
Week 3 Aug. 31st - Sept. 6th		• International Social Development cont'd (Chapter 1) • Human Rights (Chapter 2) • Influence of Culture in Social Work Practice: Strengthening Global Perspectives	• Cont'd to Read Chapter 2 in Textbook & Review PowerPoint Slides • Discussion #1: Geographic Knowledge Due: Sun., Sept. 6th • Brainstorm Topic for Transformational Project • Work on the Study Guide • Work on Discussion #2: Influence of Culture
Week 4		• Human Rights (Chapter 2)	• Cont'd to Read Chapter 2 & Begin to Read Chapter 3 & Review PowerPoint Slides

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Sept. 7th -13th Labor Day: Sept. 7th			• Work on the Study Guide • Submit Approval for Transformational Project Topic Due: Sun., Sept. 13th
Week 5 Sept. 14th – 20th		• Human Trafficking (Chapter 3) • World Religions • Human Rights cont'd (Chapter 2)	• Cont'd to Read Chapters 2 & 3 and Review PowerPoint Slides • Work on the Study Guide • Begin to Work on Discussion #3: World Religion • Work on Transformational Project • Discussion #2: Influence of Culture Due: Sun. Sept. 20th
Week 6 Sept. 21st – 27th		• Human Trafficking cont'd • Child Welfare & Well-Being (Chapter 4)	• Cont'd to Read Chapter 3 in Textbook & Begin to Read Chapter 4 & Review PowerPoint Slides • Work on Transformational Project • Work on the Study Guide
Week 7 Sept. 28th - Oct. 4th		• Child Welfare & Well-Being cont'd (Chapter 4) • War and Conflict (Chapter 5)	• Cont'd to Read Chapter 4 in Textbook & Begin to Read Chapter 5 & Review PowerPoint Slides • Discussion #3: World Religions Due: Sun., Oct. 4th

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
			• Quiz #1 Human Trafficking (Chapter 3) Due: Sun., Oct. 4th • Begin to Work on Discussion #4: Human Trafficking • Work on Transformational Project • Work on the Study Guide
Week 8 Oct. 5th – 11th Fall Break: Oct. 8th		• Indigenous Peoples of Australia, New Zealand, and North America • War and Conflict cont'd (Chapter 5) • Watch: Types of Indigenous People in the World 11 Different Indigenous or Aboriginal People in countries	• Work on Transformational Project • Cont'd to Read Chapter 5 & Review PowerPoint Slides • Work on the Study Guide
Week 9 Oct. 12th – 18th		• Indigenous Peoples of Australia, New Zealand, and North America • War and Conflict cont'd (Chapter 5) • Watch: Types of Indigenous People in the World 11 Different Indigenous or	• Work on Transformational Project • Cont'd to Read Chapter 5 & Review PowerPoint Slides • Work on the Study Guide • Discussion #4: Human Trafficking and You Due: Sun. Oct. 18th

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
		Aboriginal People in countries	• Quiz #2: Child Welfare (Chapter 4) Due: Sun. Oct. 18th
Week 10 Oct. 19th – 25th		• Displaced by War & Conflict (Chapter 6)	• Work on Transformational Project • Indigenous People Worksheet Due: Sun. Oct. 25th • Work on the Study Guide • Begin to Read Chapter 6 & Review PowerPoint Slides • Attend the Zoom Meeting
Week 11 Oct. 26th - Nov. 1st		• Displaced by War & Conflict cont'd (Chapter 6) AIDS (Chapter 7)	• Cont'd to Read Chapter 6 & Begin to Read Chapter 7 in Textbook & Review PowerPoint Slides • Work on the Study Guide • Work on Transformational Project
Week 12 Nov. 2nd – 8th		• AIDS cont'd (Chapter 7) • Issues Particularly Affecting Women (Chapter 8)	• Cont'd to Read Chapter 7 in Textbook & Begin to Read Chapter 8 & Review PowerPoint Slides • Work on the Study Guide • Quiz #3: AIDS Due: Sun. Nov. 8th

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Week 13 Nov. 9th – 15th		• Issues Particularly Affecting Women cont'd (Chapter 8) • Social Work and the Physical Environment (Chapter 9)	• Cont'd to Read Chapter 8 in Textbook & Begin to Read Chapter 9 & Review PowerPoint Slides • Work on the Study Guide • Transformation Project Due: Sun. Nov. 15th
Week 14 Nov. 16th – 22nd		• Social Work and the Physical Environment cont'd (Chapter 9) • Sustainable Development Goals (Chapter 10)	• Cont'd to Read Chapter 9 & Begin to Read Chapters 10 in Textbook & Review PowerPoint Slides • Work on the Study Guide • Quiz #4: Issues Affecting Women Due: Sun. Nov. 22nd
Week 15 Nov. 23rd- 29th Thanksgiving: Nov. 26th		A Call to Action (Chapter 11)	• Read Chapter 11 in Textbook • Work on the Study Guide
Week 16 Nov. 30th – Dec. 5th		A Call to Action (Chapter 11)	Quiz #5: Social Work & Physical Environment Due: Wed., Dec. 2nd

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Last Day of Class Dec. 4th Final Exam Week Undergraduate Students Commencement Dec. 12th			

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.

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
 - 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.

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*.

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 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](#).

ETAMU ATTENDANCE

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

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 call 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 **once a week**, students can be absent up to 3 times through the semester with no penalty. If **4 absences** occur, the overall grade will be **dropped 1 letter grade**. If **5 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

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](#)

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 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.



DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

The mission of East Texas A&M University School of Social Work Baccalaureate Program is to prepare competent generalist practitioners to *serve, advocate and empower*.

APPENDIX A

TRANSFORMATIONAL PROJECT RUBRIC

SECTIONS	EXCELLENT (100-90)	MEETS EXPECTATIONS (89-79)	APPROACHES EXPECTATIONS (78-68)	NEEDS IMPROVEMENT (67-Below)
Brief Intro (5 pts)	This section provides a thorough overview of the project, including information about the country, population, and social issue/need being addressed.	Provides a general overview of the project, but does not provide at least one of the following: country, population, and/or social issue/need being addressed.	Provides a general overview of the project, but does not provide at least two of the following: country, population, and/or social issue/need being addressed.	Does not provide a general overview of the project; it is missing information about the country, population, and social issue/need being addressed.
History of the Area (15 pts)	This section thoroughly describes the local setting (rural, urban, etc.), the people group, and the people group's condition (holistic view including physical, psychological, social, etc.).	Provides a general description of the history of the area but does not provide at least one of the following: local setting (rural, urban, etc.), the people group, and the people group's condition (holistic view including physical, psychological, social, etc.).	Provides a general description of the area's history but does not provide at least two of the following: local setting (rural, urban, etc.), the people group, and the people group's condition (holistic view including physical, psychological, social, etc.).	Does not provide a general description of the area's history and is missing information about the local setting (rural, urban, etc.), the people group, and the people group's condition (holistic view including physical, psychological, social, etc.).
Needs Assessment (10 pts)	This section provides a strong need statement, reputable statistical and research data, and other entities providing assistance (government or private aid organizations, etc.) to support the needs assessment. -	Provides a somewhat strong need statement but does not include one of the following: statistical and research data, and/or other entities assisting (government or private aid organizations, etc.) to support the needs assessment.	Provides a developing need statement and/or limited statistical and research data and information regarding other entities assisting (government or private aid organizations, etc.) to support the needs assessment.	Does not provide a need statement or reputable statistical and research data and other entities providing assistance to support (government or private aid organizations, etc.) the needs assessment.

Planning Process (10 pts)	This section provides a thorough overview of the methods for involving the government, community, local entities, etc., in the planning, discusses any constraints in responding to the need (i.e., access, customs, restrictions, etc.), and describes the method of carrying out the planning process.	Provides a general overview of the planning process but is missing at least one of the following: methods for involving the government, community, local entities, etc., in the planning, discusses any constraints in responding to the need (i.e., access, customs, restrictions, etc.), and describes the method of carrying out the planning process.	Provides a general overview of the planning process but is missing at least two of the following: methods for involving the government, community, local entities, etc., in the planning, discusses any constraints in responding to the need (i.e., access, customs, restrictions, etc.), and describes the method of carrying out the planning process.	Does not provide a general overview of the planning process but is missing pertinent information or did not address the following: methods for involving the government, community, local entities, etc., in the planning, discusses any constraints in responding to the need (i.e., access, customs, restrictions, etc.), and describes the method of carrying out the planning process.
Proposal Response (30 pts)	This section provides clear and specific objectives, goals, and action plans for the project. It also describes the proposed supervision of the project, local leadership involvement, and the project evaluation method.	Provides somewhat clear specific objectives, goals, and action plans for the project, a description of the proposed supervision, leadership involvement, and the project evaluation method, and/or is missing at least one of the components.	Provides developing specific objectives, goals, action plans for the project, a description of the proposed supervision, leadership involvement, and method of evaluation, and/or is missing at least two of the components:	Does not provide clear and specific objectives, goals, and action plans for the project, a description of the proposed supervision, leadership involvement, and method of evaluation, and/or is missing 3 or more of the components.
Resources Needed (15 pts)	This section thoroughly discusses the human, material, and financial resources needed locally and internationally.	Provides a general discussion of the human, material, and financial resources needed locally and internationally, but does not address at least one of the components.	Provides a general discussion of the human, material, and financial resources needed locally and internationally, but does not address at least two components.	Does not provide a general discussion of the human, material, and financial resources needed locally and internationally.
Theoretical Connection (15 pts)	This section thoroughly discusses the connection between the project and Dependency and Modernization theories, and can apply both theories to better understand the condition of the area and its people.	Provides a general discussion of the connection between the project and the Dependency and Modernization theories, and is somewhat able to apply both theories to better understand the condition of the area and its people.	Provides a developing discussion of the connection between the project and Dependency and Modernization theories, but lacks knowledge on how to apply both theories to better understand the condition of the area and its people.	Does not provide a discussion on the connection between the project and Dependency and Modernization theories, and does not apply knowledge of both theories to better understand the condition of the area and its people.

Brief Summary (15 pts)	This section thoroughly summarizes the entire project and includes pertinent information.	Provides a general summary of the entire project and/or lacks some pertinent information.	Provides a developing summary of the entire project and lacks some pertinent information.	Does not provide a summary of the entire project and lacks pertinent information.
APA Format Appropriate References (15 pts)	All references are appropriately cited throughout the presentation and/or paper, and the reference page is formatted correctly per APA guidelines.	APA guidelines were somewhat followed, with 3 or fewer errors for citations and the reference page.	APA guidelines and formatting are developing with 4 or more errors for citations and the reference page.	Does not follow APA guidelines and/or has 5 or more errors for citations and reference page.
Grammar, Clarity, and Organization (15 pts)	The assignment was free of grammatical errors, formatted adequately with existing headings, well organized, and easy to follow.	Includes minimum grammatical formatting, headings, clarity, and organization errors.	Includes more than 3 or moderate grammatical formatting, headings, clarity, and organization errors.	Includes more than 4 or major grammatical formatting, headings, clarity, and organization errors.
Preparedness (5 pts)	The presentation was recorded and easy to access, and presented with professionalism, confidence, and clarity.	The presentation was recorded with little trouble accessing it and/or presented with minimum professionalism, confidence and clarity issues.	The presentation was recorded with moderate trouble accessing it and/or presenter requires more professional development training in presenting content with confidence and clarity.	The presentation was not recorded and/or had trouble accessing it and/or was not presented in a professional manner with obvious confidence and clarity issues.

APPENDIX B

DISCUSSION BOARD RUBRIC

Points	Consisting of:	Which means:
5	Initial Discussion	The topic is discussed utilizing critical thinking. Post is a minimum of 8-10 sentences, not counting editorial comments. Your initial post and response to 1 peer must be submitted by the due date.
4	Comment Posts	The comment adds to the discussion using critical thinking.

		Respond to 1 peer by the due date. The post must be a minimum of 3-5 sentences, not counting editorial comments.
1	Professionalism	All grammar, spelling, sentence structure, and punctuation are correct.
10	TOTAL POINTS	