



SWK 01W & 02W, Foundation Field Practicum

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Marcella Smith
Office Location: Henderson 311
Office Hours: Tuesdays & Thursdays 10:00 am-3:00 pm or by appointment
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Preferred Form of Communication: **Email**
Communication Response Time: Within two days

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:

[MSW Field Education Manual](#)

Garthwait, C.L. (2021). *The Social Work Practicum: Preparation for Practice*, 8th edition.
Pearson. ISBN-13: 9780135878941

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

TAMUC Waters Library

1. Go to the [Library Homepage](#)
2. Click Databases
3. Choose the letter 'M'
4. Scroll down to Mometrix
5. Choose Counseling and Social Work

Or

Amazon

https://www.amazon.com/Bachelors-Social-Secrets-Study-Guide/dp/1627330224/ref=sr_1_4?crid=3BX86LTN5Z8A8&keywords=bsw+exam+prep&qid=16

The syllabus/schedule are subject to change.

[71621431&sprefix=BSW+ex%2Caps%2C2422&sr=8-4&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc](https://www.tamucsw.edu/71621431&sprefix=BSW+ex%2Caps%2C2422&sr=8-4&ufe=app_do%3Aamzn1.fos.006c50ae-5d4c-4777-9bc0-4513d670b6bc)

Software Required:

- D2L (in MyLeo)
- Microsoft Office
Access at: [Student Instructions to Sign Up for Free for Microsoft Office](#)
- TK20

If you do not have a TK20 student account, you may purchase one in two ways:

Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the bookstore). Be sure to tell them you need the **SOCIAL WORK TK20 Kit book**. The teacher certification program also has a TK20 Kit book, so you must tell them you need the Social Work TK20 Kit book.

OR

Log in to TK20 and set up your student account by clicking "Click here to register your student account" on the login page. This method of purchase is cheaper than purchasing through the bookstore. Login Social Work TK20 page:
www.tamucsw.tk20.com

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/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

COURSE DESCRIPTION

The course emphasizes macro practice as a mechanism of social change fostered by ethical values and commitment to advancing justice for all. Students will recognize how macro, mezzo and micro practices are interlinked. Students will self-reflect throughout the course on ideologies and social values towards social work populations and the common problems experienced in communities and accessing services. Knowledge of theoretical frameworks, models of intervention, and skills in engaging, assessing, and intervening with communities and organizations will be obtained, particularly in program development, implementation, evaluation, community organization, and empowerment.

The syllabus/schedule are subject to change.

Students must complete a total of 300 clock hours in the field agency, under the supervision of an

MSW. Prerequisites: Successful completion of academic classes or concurrent enrollment in final academic courses.

STUDENT LEARNING OUTCOMES

#	EPAS 2022 Social Work Competency	Course Assessment(s) Capturing Competency	Knowledge	Cognitive Processes	Affective Processes
1	Demonstrate Ethical and Professional Behavior	Field Learning Contract/Plan; Weekly Discussion Posts; Confidentiality Agreement; Safety Plan; Weekly Timesheets; Field Instructor Final Evaluation	✓	✓	✓
2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Field Learning Contract/Plan; Weekly Discussion Posts; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓
3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Field Learning Contract/Plan; Weekly Discussion Posts; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓
4	Engage in Practice-Informed Research and Research-Informed Practice	Field Learning Contract/Plan; Weekly Discussion Posts; Field Instructor Final Evaluation	✓	✓	✓
5	Engage in Policy Practice	Field Learning Contract/Plan; Weekly Discussion Posts; Field Instructor Final Evaluation	✓	✓	✓
6	Engage with Individuals, Families, Groups, Organizations, and Communities	Field Learning Contract/Plan; Weekly Timesheets; Weekly Discussion Posts; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓
7	Assess Individuals, Families, Groups, Organizations, and Communities	Field Learning Contract/Plan; Weekly Timesheets; Weekly Discussion Posts; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	Field Learning Contract/Plan; Weekly Timesheets; Weekly Discussion Posts; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓

The syllabus/schedule are subject to change.

#	EPAS 2022 Social Work Competency	Course Assessment(s) Capturing Competency	Knowledge	Cognitive Processes	Affective Processes
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Field Learning Contract/Plan; Weekly Discussion Posts; Weekly Timesheets; Student Field Placement Evaluation; Field Instructor Final Evaluation; Final Review/Evaluation	✓	✓	✓

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

In this course, you will utilize the Learning Management System (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 using the various systems or software, contact support services and notify the Instructor of the technical problem.

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, the University's student code of conduct, and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engagement with the Instructor or peers.

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4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive 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. Complete assignments ahead of the due date so you are prepared to submit them 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.

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

ASSESSMENT

The syllabus/schedule are subject to change.

Criteria for Grading	Percentage of Final Grade
Field Learning Plan	15%
Integrative Field Education Portfolio	15%
Knowledge Assessment Exam	30%
Tk20 Documentation	
Weekly Timesheets	15%
Acknowledgment of Learning Plan Evaluation	2%
Confidentiality Agreement	2%
Field Placement Work Schedule	2%
Safety Plan	2%
Student-Agency Contact Form (D2L)	2%
Student Field Placement Evaluation	4%
TK20 Access	1%
Field Instructor's Final Evaluation	10%
Total	100%

FIELD SEMINAR ATTENDANCE (1 hour each week):

Each student enrolled in the field practicum is assigned a faculty field liaison from the social work faculty. The function of the faculty field liaison is to monitor the student's progress in the field practicum and assist the student in integrating classroom learning, theory, and field practicum application of content. Class assignments will be made; completing the required assignments is considered when evaluating the student's progress.

The field liaison faculty member assigns the final grade for the student in the field practicum. This grade is based on the recommendation of the field practicum instructor (the agency-based field instructor) and the faculty field liaison's direct observations.

All students enrolled in the field practicum must meet with the faculty field liaison and other students in a weekly field seminar meeting and/or complete the weekly seminar assignment. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar meetings are scheduled at a time every week.
- All students are required to attend the seminar.
- Seminars are scheduled to last one hour.

The purpose of the seminar includes:

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- Orientation to field practicum expectations and record keeping.
- Updates on practicum requirements or conditions.
- The opportunity for students to raise and share questions regarding the field practicum, assignments, and expectations.
- The opportunity for students to share with other students their learning experience in the field practicum; to begin the practice of peer consultation on professional problem solving; and to offer support and input to fellow students.
- Offer each student a chance to orient peers to their agency, its location, purpose, and procedures.
 - Offers a chance to familiarize students and faculty with the services and referral
 - Processes of the field agency and resources available for unique rural and/or urban environment aspects.
 - Offers the student and agency mutual exposure to facilitate identifying future employment interests and opportunities.
 - Allows agency field students to demonstrate or discuss their approaches to the design and practice of field learning. Allows faculty field liaison to observe students in various professional learning settings.

FIELD PRACTICUM DOCUMENTATION (See Appendix A)

See Appendix A: TK20 Desk Review

1. Field Learning Contract/Plan

The student and the field instructor should outline and sign a learning plan/agreement for the student based on the course objectives. In addition, the plan is reviewed and signed by the faculty liaison. This plan serves as a guide for the practicum experience and the agency visits by the faculty liaison.

2. Weekly Discussion Questions

Students are expected to actively participate in five discussion assignments throughout the field education course to support professional growth, critical reflection, and integration of classroom knowledge into practice. Discussions should demonstrate thoughtful engagement with field experiences, application of social work values and ethics, and connections to the competencies outlined in the Council on Social Work Education Educational Policy and

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Accreditation Standards (EPAS 2022).

3. Agency Contact Form

Submitted agency contact and field instructor information to the link provided by the MSW Field Education Director.

4. Students' Weekly Logs/Timesheets

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. This report is submitted to the faculty liaison weekly in Tk20 and may be part of the online seminar class discussion.

5. Field Placement Hours

Add field placement hours to the TK20 system.

6. Confidentiality Agreement

Complete confidentiality agreement in the TK20 system.

7. Safety Plan

Complete Safety Plan in the TK20 system.

8. Acknowledgment of Learning Plan Evaluation

Check-off acknowledgment for the learning plan

9. Final Student Field Placement Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor use a rating scale to evaluate the students' performance. The suggested process for the final evaluation parallels that of the mid-term review, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The field instructor in Tk20 forwards the final evaluation to the faculty liaison.

10. Final Review / Evaluation

The final review will evaluate the student's learning assignments, strengths, challenges, and learning experiences. It is suggested that the student and field instructor review the student's performance and then, in a conference, share and discuss their perceptions and observations.

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The final review should reflect the ideas of the field instructor and the student and will be reviewed during the virtual field visit with the field liaison three weeks before the end of class. The results of the student's performance will be adjusted/ updated in the evaluation section of the TK20 database system, listed as the Field Experience Form (Field Instructor-MSW Acknowledgment of Learning Contract, the Field Instructor-MSW Field Learning Evaluation, and the Field Instructor-Evaluation Input). The student's final grade is based on the field practicum instructor's (the agency-based field instructor's) final review/recommendation and the faculty field liaison's direct observations.

11. Integrative Field Education Portfolio

EPAS Competencies Addressed

Competencies 1-9

Assignment Purpose

The Integrative Field Education Portfolio provides students with a systematic way of combining experiential learning, academic learning, and professional learning within the framework of the Nine Social Work Competencies. Students will exemplify how the principles of social work, ethical norms, disciplinary knowledge, and procedure use in real-life situations on a micro, mezzo, and macro level of intervention.

Submission Format

- At least one page per competency/behavior description
- Typed, double-spaced, APA 7th edition
- Include a cover page, section headers for each competency, and references
- Submit via **TK20** as part of field seminar evaluation

Learning Outcomes

By completing this portfolio, students will:

- Integrate classroom learning with practicum experiences.
- Demonstrate readiness for professional social work practice.
- Exhibit reflective capacity, ethical reasoning, and professional growth.

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Assignment Instructions

- Students will prepare a reflective portfolio with **nine sections**, one for each competency. Each section must include:
- A **description of how the competency and the behavior of the competencies** (listed in your learning plan) was demonstrated in your field experience.
- A **specific example or case vignette** from your practicum.
- A **reflection** on growth, learning, and supervision related to the competency.
- A **connection** to relevant theories, frameworks, and professional standards.

Competency 1: Demonstrate Ethical and Professional Behavior

- Apply to the **NASW Code of Ethics**, ethical decision-making models, and relevant laws to field-based challenges.
- Reflect on professional behavior, communication, and use of supervision.
- Explain how you used technology ethically in your fieldwork.

Competency 2: Engage Diversity and Difference in Practice

- Provide examples of working with different populations in your agency.
- Reflect on personal values, biases, and how cultural humility informed your approach.
- Discuss strategies for culturally responsive engagement.

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Describe a client or community issue
- Identify relevant social justice theories or frameworks

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Reflect on how you collected, interpreted, or used data in your field placement.

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- Describe how evidence-based practice guided your interventions or assessments.
- Cite one scholarly source used to inform your approach.

Competency 5: Engage in Policy Practice

- Identify one policy or agency procedure that affects your clients or community.
- Explain how you analyzed, interpreted, or contributed to understanding or advocating around that policy.
- Reflect on your emerging role as a policy-informed practitioner

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Describe how you built rapport and trust with clients and constituencies.
- Reflect on the role of empathy, active listening, and reflection in engagement.
- Discuss how supervision supports your engagement approach.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Provide an example of conducting an assessment in your field agency.
- Discuss the frameworks or theories used to interpret information.
- Reflect on how assessment informed your intervention plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Describe an intervention or action you implemented to meet client goals.
- Explain how you selected your strategy based on evidence, values, and client input.
- Reflect on the collaboration with other professionals or community partners.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Discuss how you monitored or evaluated the effectiveness of your interventions.
- Explain how data collection or feedback informed adjustments to your practice.

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- Reflect on your ability to link outcomes with future planning.

12. Knowledge Assessment Exam

This exam will be assessed after you complete the foundation course. This is an important level of social work where it serves as a checkpoint before students progress into advanced coursework or advanced field education.

Evaluation Rubric (Total 100 Points)

Field Liaison's Checklist

Category	Description	10 Points	0 Points
Ethical & Professional Behavior	Integrates ethical standards, technology use, and supervision		
Individual & Unique Perspectives	Demonstrates understanding of individual and unique perspectives		
Social Responsibility & Advocacy	Connects field experience to social responsibility and advocacy		
Research-Informed Practice	Uses research to inform or evaluate interventions		
Policy Practice	Applies or critiques policy relevant to practice		
Engagement	Demonstrates empathetic		

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	and professional engagement		
Assessment	Applies frameworks and critical thinking to analyze client systems		
Intervention	Selects and implements strategies effectively		
Evaluation	Evaluates outcomes and integrates feedback		
Professional Writing	APA format, organization, clarity, and reflection depth		
Total		100 points	

APPENDIX A
TK20 Desk Review

The syllabus/schedule are subject to change.

Student:**Semester Admitted to the MSW Program****Semester and Year****Expected Graduation Date:**

Instructions: Please complete (date completed or uploaded) the first 4 rows and the corresponding grids for the semester you are completing during your field experience. **Note:** Complete the two-semester sections if this is your last advanced field practicum. The field liaison must ensure the TK20 binder is complete to submit before you graduate.

Documents	Responsible	Date Completed/ Status
Field Learning Contract	Student	
Student, Field Instructor, and Agency Contact Form	Student	
Field Safety Plan	Student	
Confidentiality Agreement	Student	
Field Schedule	Student	
Certification of Experience/Upload Resume	Field Instructor	
Acknowledgement of Learning Contract	Field Instructor	
Weekly Log 1	Student	
Weekly Log 2	Student	
Weekly Log 3	Student	
Weekly Log 4	Student	
Weekly Log 5	Student	
Weekly Log 6	Student	
Weekly Log 7	Student	
Weekly Log 8	Student	
Weekly Log 9	Student	
Weekly Log 10	Student	
Weekly Log 11	Student	
Weekly Log 12	Student	
Weekly Log 13	Student	

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Documents	Responsible	Date Completed/ Status
Weekly Log 14	Student	
Weekly Log 15	Student	
Weekly Log 16	Student	
Field Practicum Assessment	Field Instructor	
Student Evaluation of Placement	Student	
Field Instructor Evaluation Input of Program	Field Instructor	
Acknowledgment of Reviewing the Learning Evaluation	Student	
Evaluation of Learning Field Practicum	Field Liaison	

Course Outline/Calendar

COURSE OUTLINE /CALENDAR

WEEK	CLASS MEETING	TOPIC	ASSIGNMENTS DUE
Week 1 Week of Aug 20	Zoom: Class Gatherings will be held every other week of the first-class meeting.	Course & Syllabus Overview First Day of Class Chapter 1: Purpose and Expectations for Practicum Chapter 14 Personal Safety	• TK20 Access/Overview • Complete and Submit the Work Schedule (Tk20) • Complete and Submit the Agency Contact Form • Complete and Submit the Confidentiality Agreement (Tk20) • Complete and Submit the Safety Plan (Tk20) • Timesheet Review
Week 2 Week of Aug 24	No Zoom	Chapter 2: Implementing a Learning Plan Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Sept 1 Labor Day (Campus Closed)	• Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)

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Week 3 Week of Aug 31	Live Zoom Monday @ 6pm	Chapter 3 Learning from Supervision Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 4 Week of Sept 7	No Zoom	Chapter 4 Organizational Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 5 Week of Sept 14 Midterm Audit Week	Live Zoom Monday @ 6pm	Chapter 5 The Community Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 6 Week of Sept 21	No Zoom	Chapter 6 The Social Problem Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 7 Week of Sept 28	Live Zoom Monday @ 6pm	Chapter 7 The Social Policy Context of Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Sign up on the Google Doc Link for the Final Field Visit	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)

Week 8 Week of Oct 5	No Zoom	Chapter 8 Professional Social Work Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 9 Week of Oct 12	Live Zoom Monday @ 6pm	Chapter 9 Communication Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf Recap – Check (Revisit Learning Plan)	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20) - Work on or Update the Learning Plan/Contract (Tk20)
Week 10 Week of Oct 19	No Zoom Exam Monday @ 9am	Chapter 10 Social Work Ethics Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20) - Knowledge Assessment Exam
Week 11 Week of Oct 26	No Zoom	Chapter 11 Legal Issues Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	- Read the Council on Social Work Education 2022 EPAS - Submit Weekly Timesheet (Tk20)
Week 12 Week of Nov 2	No Zoom	Chapter 12 Planned Change Process	Read the Council on Social Work Education

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		Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 13 Week of Nov 9	Live Zoom Monday @ 6pm	Chapter 15 Evaluating Your Practice Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	• Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20)
Week 14 Week of Nov 16	No Zoom	Chapter 16 Professional and Personal Identity Council on Social Work Education CSWE https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf	• Read the Council on Social Work Education 2022 EPAS • Submit Weekly Timesheet (Tk20) • Integrative Field Education Portfolio due
Week 15 Week of Nov 23		Field Placement Virtual Visits Last Day of Class	
Week 16 Week of Nov 30		Field Placement Virtual Visits	
Week 17 Week of Dec 7		Finals Week	

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)
-

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:

East Texas A&M University Masters of Social Work Program's mission is to educate professional, advanced practitioners to lead, innovate and transform communities.

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