

Texas A&M University-Central Texas

Bachelor of Social Work Program

**SOWK 3302, Section
110**

Social Welfare in America

Fall 2023

Tamara Fields, LCSW-S

Meeting Time/Place:

Tuesdays and Thursdays 11:00 a.m. – 12:15 p.m.

Instructor:

Tamara Fields, LCSW-S

Professor

Phone & E-Mail:

t.fields@tamuct.edu

Office Hours:

Tuesdays and Thursdays, 11:00 a.m. -12:15 p.m., and other times by appointment

**Meeting with
your Professor:**

Please email the Professor. I check my email daily. You will receive a response within 24 hours.

**Important Course
Access
Information:**

Canvas

Portions of this course are delivered via Canvas Online Learning at <https://tamuct.instructure.com/login/ldap>. Please ensure you have access to Canvas.

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, its@tamuct.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

COURSE DATES, MODALITY, AND LOCATION

August 29 -December 19, 2023

Supplemental materials will be available on the course Canvas site.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their my CT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course

activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

Social Welfare in America provides a historical perspective of the social welfare system, to include an exploration of the social, racial, political, and economic forces that have and continue to impact the development of service and service delivery in the U.S. The course focus includes an investigation and analysis of values and ethics and guides students in the ability to identify the financial, socio-political, cultural, and human diversity factors in providing social welfare services in the US.

Teaching Method: The primary teaching approaches in this course will be lectures, prerecorded videos, and class discussions. Some content in class may be presented via Internet-based information posted on Canvas. This course uses web-assisted technology, and additional supportive materials may be posted on Canvas.

Each student is expected to be an active learner, and it is the student's responsibility to read the assigned material and to come to class prepared for discussion. Since a portion of the class time will be devoted to addressing student questions or interests, students would be best served to be prepared to make use of this time. Generally, missing class is a good way to earn a lower grade.

Student Learning Outcomes

Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high-quality graduates for entry-level generalist social work practice and advanced education. This Education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice. (Source: BPD web page)

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

- Competency 1:** Demonstrate Ethical and Professional Behavior
- Competency 2:** Engage Diversity and Difference in Practice
- Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- Competency 5:** Engage in Policy Practice
- Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to recognize historical factors and influences impacting the development of the social welfare system in the U.S. as evidenced by effectively (overall rate of 70%) identifying and describing them in course assignments.
2. Students will be able to describe the importance of values and ethics in social welfare service development and delivery as evidenced by effective (overall rate of 70%) articulation through course assignments.
3. Students will be able to identify key social welfare services and programs most often used in social service settings as evidenced by effectively (overall rate of 70%) identifying and describing them in course assignments.
4. Students will be able to apply knowledge of key social service programs to develop client-appropriate social service plans as evidenced by successful completion of resource-plan project (rate of 70%).

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

| Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i> | CCSWE-related Practice Behaviors <i>(This is the practice behavior that objective supports)</i> | Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i> |
|--|--|--|
| 1. Recognize historical factors and influences impacting the development of the social welfare system in the U.S. as evidenced by effectively identifying and describing them in course assignments. | 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual | Quiz Exam 1 Class Discussion |

| | | |
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| | and system levels | |
| 2. Describe the importance of values and ethics in social welfare service development and delivery as evidenced by effective articulation through course assignments. | <p>1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> | Quiz Class Discussion |
| 3. Identify key social welfare services and programs most often used in social service settings as evidenced by effectively identifying and describing them in course assignments. | <p>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>4.3 use and translate research evidence to inform and improve practice, policy, and service delivery</p> <p>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p> <p>5.2 assess how social welfare and economic policies impact the delivery of and access to social services</p> | Exams 2 & 3 Class Discussion |

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| <p>4. Identify how human diversity, social, economic, and environmental justice shape the structure and delivery of services and policy in social welfare.</p> | <p>2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> | <p>Exams</p> |
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Required Reading and Textbook(s)

Popple, P.R. & Leighninger, L. (2020). Social work, social welfare, and American society. (9th ed.). New York: Pearson.

Desmond, M. (2016). *Evicted*. New York: Broadway Books.

COURSE REQUIREMENTS

Grading

A total of 350 points can be earned throughout the course. Assignments are based on points. A grade of “C” is considered satisfactory progress. Point values for each assignment and relationships to a final grade are as follows:

| Course Assignment | Total possible points |
|--------------------------|----------------------------------|
| Three Examinations | 300 <i>(3@100 points ea.)</i> |
| Quizzes (5) | 250 |
| Totals | 550 |
| | |

A = 315 to 350 points
B = 280 to 214 points
C = 245 to 279 points
D = 210 to 244 points
F = 209 points or less

Paper grading will be based on information, organization, spelling, grammar, and conformity with the assignment.

The following activity will be assigned and/or assessed for student evaluation of learning through throughout the course.

If you are unable to avoid missing a class, **you must notify the professor via email before the class period to explain the absence.** It is up to the discretion of the professor if the absence will be excused (documented illness, death in the family, and university-sponsored activities generally qualify).

Class attendance and participation are critical elements to the full breadth and depth of learning in the course; therefore, students are expected to be present in class during the days we meet and to richly engage in class (i.e. be prepared with readings and assignments, participate in in-class discussions, actively listening to discussions and lectures taking place in class, etc.). The instructor assumes that attendance will yield positive and active engagement, as outlined above. Hence, **it is important to be aware that absences and failure to adhere to class policies while in class can and will impact your grade.**

***Please note:** If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find another course that would best meet your scheduling needs.*

Posting of Grades

Grades will only be posted on the Canvas Gradebook.

Grading Policies

See Class Policies.

CLASS POLICIES

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.

2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class.
3. Students are expected always to display professional decorum. This includes but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lectures, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade.
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN-CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath the desk or to the side of the class or make other requests to minimize the use of such technology. Students discovered to be using cell phones, iPads, e-readers, recording devices, etc., during assignments without expressed approval by the professor to do so will receive a zero (0) for the assignment and be referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again *in this, or any subsequent course* will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take-

home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

7. **All assignments must be turned in (submitted) by the due date and time indicated.** Late work **will** receive a 25% deduction for every day that it is late. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date.
8. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). Unless instructed to do so, submitting papers in folders, binders, etc., are not required and should be limited in use.
10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, turning in previous work you submitted for a new class, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. Copying whole phrases or sentences without using quotation marks, even if very minor changes are made in wording, is considered academic dishonesty. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is the skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source, and that source is cited. Quoting is a matter of taking words,

verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to Student Affairs. ***Plagiarized assignments will be assigned a grade of 0 and there are no options for rewrites on these assignments.*** Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement, along with the assignment submission policy statement, is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course by submitting your acknowledgment to the professor no later than the 2nd class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
13. While assignments may be discussed in class, no individual discussion of the determination of a grade made occurs in this context. Discussion of grades is confidential and will not be done in the presence of other students. The proper context for such discussions is in the professor’s office.

COURSE OUTLINE AND CALENDAR

COURSE SCHEDULE*

Please note: Lessons are often adapted based on the learning needs/progress of the class. Therefore, the professor reserves the right to amend the course schedule at any time.

The chapters in the schedule are based on the 9th edition of the book.

Schedules may be modified by any of the following: CSWE Accreditation/Commission Visits, NASW Texas Conference, CSWE Annual Program Meeting & CSWE Commission on Accreditation meeting

| Date | Activity | Readings/Assignments Due |
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| Module #1: History and Development of Social Welfare in America | | |
| Week 1 8/28-9/1 | Introduction to Social Welfare <ul style="list-style-type: none"> • Student & Professor Introductions • Syllabus Review/Course Plans | Reading: Syllabus Begin reading Text |
| Week 2 9/4-9/8 Labor Day | <ul style="list-style-type: none"> • Social Philosophy and Social Welfare • Achieving social ends through policy Assumption of the natural mechanism of society (free market, family, religion, etc.) <hr/> <ul style="list-style-type: none"> • Residual Model • Institutional model • Social welfare as social control • How these philosophies play out today | Reading: Popple, Ch. 1, 2, NASW Code of Ethics Assignment: Signed integrity statements due |
| Week 3 9/11-9/15 | Introduction to Social Welfare: Part I <ul style="list-style-type: none"> • Public Agencies • Voluntary Agencies • For-Profit agencies • Auspices • Funding | Reading: Popple, Chapter 3 |
| Week 4 9/18-9/22 | <ul style="list-style-type: none"> • Social Welfare Structure continued Social Welfare History <ul style="list-style-type: none"> • Elizabethan Poor Law & Settlement of the US • English Poor Law of 1834 • Development of private charity in the US • Civil War | Reading: Popple, Chapter 4 Assignments: Video Triangle Fire Video |
| Week 5 9/25-9/29 | <ul style="list-style-type: none"> • Veterans pensions & Freedman's bureau • Charity Organization Societies • Child Welfare • Settlement Houses | |
| Module #2: History of Social Welfare in the US | | |
| Week 6 10/2-10/6 | <ul style="list-style-type: none"> • Early 20th Century reform movement • Widows Pensions & Red Cross • Great Depression and Social Security Act | Reading: Popple, Ch. 12 |

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| <p>Week 7 10/9-10/13</p> | <ul style="list-style-type: none"> • War on Poverty • Conservative retrenchment • Current issues and view towards the future | <p>Reading: Popple, Ch. 4</p> |
| <p>Week 8 10/16-10/20</p> | <p>Public Assistance and Poverty</p> <ul style="list-style-type: none"> • Definition of poverty • Social costs of poverty on families and society • Discrimination • Forms and mechanisms of oppression • Social costs of oppression | <p>Reading: Desmond book, Popple, Ch. 10-12, 16</p> |
| <p>Week 9 10/23-10/27</p> | <ul style="list-style-type: none"> • Poverty, minimum wage, and the free market • Services to address poverty (cash, in-kind, vouchers) • Social Security • NASW/Texas Conference | |
| <p>Week 10 10/30-11/3</p> | <ul style="list-style-type: none"> • Social Security (continued) • Medicare • SSI • Unemployment Insurance • TANF | |
| <p>Week 11 11/6-11/10</p> | <ul style="list-style-type: none"> • Food Stamps (EBT) • Medicaid • Affordable Care Act | |
| <p>Week 12 11/13-11/17</p> | <p>Family and Child Welfare</p> <ul style="list-style-type: none"> • Family violence, elder abuse, child maltreatment • Legal and policy issues • Social work services in child & family welfare | <p>Readings: Popple, Ch. 12</p> |
| <p>Week 13 11/20-11/24 11/23 Thanksgiving</p> | <ul style="list-style-type: none"> • Definitions & and types of child maltreatment • Theoretical approaches to understanding child abuse • Economic, diversity, and social factors • Overview of protective services • Children, elders, domestic violence | <p>Reading:</p> |

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| <p>Week 14 11/27-12/1</p> | <p>Mental Health/Illness</p> <ul style="list-style-type: none"> • Definitions of mental illness • Array of services (inpatient, day treatment, screening, outpatient, medication) • Community-based services • At-risk populations • Policy and treatment issues • Interdisciplinary service provision • Poverty Paper Due | <p>Reading: Popple: Ch. 15</p> |
| <p>Week 15 12/4-12/8</p> | <p>Social Work in Health Care</p> <ul style="list-style-type: none"> • Definitions of Health and Illness • Dynamics of health and illness • Diversity & health and illness • Health policy issues • Social Work in health care | <p>Reading: Popple: Ch. 14</p> |
| <p>Week 16 12/11-12/15</p> <p>Semester ends 12/15</p> | <p>CSWE Site Visit (Out of Class)</p> | <p>Reading: Popple, Ch. 8</p> |

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Login to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum

computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any

issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](#)

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas'

Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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