School of Social Work Adjunct Reference Guide
May 2024

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WELCOME

Greetings, School of Social Work Adjunct Faculty member!

Welcome to Texas A&M Commerce! We're grateful that you've chosen to accept our invitation to teach as an adjunct faculty member within the School of Social Work. We are looking forward to meeting you and to working with you during this Academic Year.

In the meantime, since you are likely preparing to teach at TAMUC, we are sending you an [Adjunct Reference Guide](#) to ensure that you have basic information about teaching at TAMUC and background information on the University. Please consider how you will support students to be engaged learners as you craft your syllabus and course design. Thus, we are making the corresponding student manuals and the Syllabi accessible to you.

This guide to teaching at TAMUC includes some recommendations on course planning and some background information on TAMUC that is intended to help you understand the institution and how your course might fit into our larger mission. We will spend time at the new faculty orientation addressing your specific questions and ideas about teaching at TAMUC. In the meantime, if you have any questions, please do not hesitate to contact me or the Assistant Head of Department. We welcome any inquiries.

Looking forward to meeting you.
Warm Regards,

Marcella Smith, Ph.D.
Department Head
School of Social Work
College of Education & Human Services

ABOUT THIS REFERENCE GUIDE

The purpose of this reference guide is to provide Adjunct Faculty ascribed to the School of Social Work with information that is relevant to the Texas A&M University-Commerce and the Department. This guide will be revised on an annual basis as changes occur in the program, so you will want to have a current copy. In addition to the information in the reference guide, you will want to be familiar with the information in the [University Catalog](#). Be sure to ask the Department Head or Assistant Head of Department if you have any questions that are not addressed in this guide or the university catalog.

TEXAS A&M UNIVERSITY-COMMERCE

Our History

Texas A&M University-Commerce began as East Texas Normal College in 1889 when founder William Leonidas Mayo opened the doors to a one-building campus in Cooper. After the original campus was destroyed by fire in 1894, Professor Mayo moved the college 16 miles to Commerce, Texas to take advantage of westward railroad lines to Dallas and other parts of the state. His creed, which continues today, was *"ceaseless industry, fearless investigation, unfettered thought and unselfish service to others."* The State of Texas took over the campus in 1917 and the name was changed to East Texas State Normal College. In 1923, the school was renamed East Texas State Teachers College. The graduate program was added in 1935, and in 1957 the Legislature, recognizing that the purpose of the institution had broadened from teacher education, changed the name to East Texas State College. Following the inauguration of the first doctoral program in 1962, the name was changed once more to East Texas State University. The name change to Texas A&M University-Commerce occurred in 1996, when the university joined The Texas A&M University System. Today, the University meets the undergraduate, graduate, and professional needs of the citizens of Northeast Texas and beyond through its main campus in Commerce, various off-campus instructional sites, and state-of-the-art distance learning. Its mission is achieved through teaching, scholarship, and service activities on its campuses, and in the community and region.

For the past 20 years, the University has grown in both stature and student population, expanding its foundations to include agriculture, engineering, music, nursing, and competency-based education programs. Learn more about the history of A&M-Commerce.

Our Vision

Texas A&M University-Commerce strives to:
> **TRANSFORM LIVES**
> by providing an excellent, relevant and personalized education to all learners
> **ADVANCE KNOWLEDGE**
> and pursue impactful research
> **SERVE A WELCOMING COMMUNITY**
> where all are valued
> **FOSTER COLLABORATION**
> to solve contemporary problems

Our Mission

Educate. Discover. Achieve.

SCHOOL OF SOCIAL WORK

History

The Social Work program at Texas A&M University-Commerce began in 1978 when the BSW program was accredited. In response to years of expressed need, the MSW program was initiated in 2001 and was accredited in 2005. We were approved to become the School of Social Work in 2012. Like the university, our program has grown and evolved over the years. We have offered the BSW program in Commerce, Mesquite, Pittsburg, Frisco, and Dallas. We've offered the MSW program in Commerce, Mesquite, McKinney, and it became fully online in 2012

Values and Principles

The School of Social Work adheres to the values and principles expressed in the [National Association of Social Workers Code of Ethics (NASW, 2021)](#).

Service
- Ethical Principle: Social workers' primary goal is to help people in need and to address social problems

Social Justice
- Ethical Principle: Social workers challenge social injustice.

Dignity and Worth of the Person
- Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Importance of Human Relationships
- Ethical Principle: Social workers recognize the central importance of human relationships.

Integrity
- Ethical Principle: Social workers behave in a trustworthy manner.

Competence
- Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

PROGRAMS AND CURRICULUM

Bachelor of Social Work Program (BSW)

Mission
A&M School of Social Work prepares competent generalist practitioners to serve, advocate, and empower.

Goals

- Promote social work ethical standards and critical thinking
- Create an inclusive learning environment where students are free to explore, discover, and act
- Engage in radical collaboration that transforms communities

Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
Behavior: - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;   - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;   - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;   - Use technology ethically and appropriately to facilitate practice outcomes; and   - Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
Behavior: - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;   - Present themselves as learners and engage clients and constituencies as experts of their own experiences; and   - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior:
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Behavior:
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Behavior:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Behavior:
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Behavior:
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Behavior:
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Behavior:
- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

* The MSW Foundation Generalist Practice also adheres to these 9 competencies and behaviors

Curriculum

BSW (Hybrid) 120 Credit Hours	
Core Curriculum (42 credit hours)	
Core Courses	
Required courses in the major (57 credit hours)	
SWK 2361 Introduction to Social Work *(Prerequisite)*	**SWK 2362** Social Welfare: Legislation, Programs, and Services *(Prerequisite)*
SWK 2389 Academic Cooperative *(Prerequisite)*	**MATH 1342** Elementary Statistical Methods *(Prerequisite)*
SOC 1306 GLB/US-Social Problems *(Prerequisite)*	**SWK 322** Human Behavior and the Social Environment
SWK 325 Social Work Practice with Mezzo Systems	**SWK 328** Social Welfare Policy and Services
SWK 329 Social Work Practice with Micro Systems	**SWK 331** Social Work Practice with Macro Systems
SWK 340 Global Perspectives of Human Welfare	**SWK 348** Promoting Mental Health Across Populations
SWK 350 Social Work Research Methods	**SWK 370** Writing and Technology Skills in Social Work
SWK 422 Integration of Practice	**SWK 424** Generalist Practice in the Field
SWK 425 Field Instruction I (160 clock hours)	**SWK 426** Field Instruction II (240 clock hours)
Social Work Elective Required (3 credit hours)	
SWK 362 Child Welfare	**SWK 361** Issues in Family Treatment
SWK 492 Study Abroad	**SWK 497** Special Topics
General Electives Required (18 credit hours)	

Notes:
- Grade of "C" or better required for SWK 425 and SWK 426.
- The BSW Comprehensive Exam is 50% of the SWK 424 grade.

Master of Social Work Program (MSW)

Mission
A&M School of Social Work educates professional advanced practitioners to lead, innovate, and transform

Goals
- To apply ethical reasoning to advance equality, justice or social change
- Promote leadership in service that enhances well-being and equality of life for all persons
- Create a learning environment that honors unfretted thoughts

Competencies and Behaviors (Advanced Generalist Practice - Specialization)

Competency 1: Demonstrate Ethical and Professional Behavior
Behavior: ● Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to both rural and urban contexts and at the intersection of the two. ● Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings. ● Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication within the context of both urban and rural community settings individually and interactively. ● Use technology ethically and appropriately to facilitate advanced practice outcomes in urban and rural settings. ● Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments. ● Actively participate in professional social work organizations/associations aimed at practice within urban and rural communities. ● Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.
Competency 2: Engage Diversity and Difference in Practice
Behavior: ● Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.

- Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings; and
- Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors found within each unique environment such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes.

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

Behavior:
- Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice within rural contexts and urban contexts and the crossover of these two settings: and
- Advocate for appropriate resources and equal access to political, economic, and social power for all clients within rural and urban settings.

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

Behavior:
- Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research;
- Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Integrate and adapt research evidence to inform and improve practice, policy and service delivery across the rural/urban landscape.

Competency 5: Engage in Policy Practice

Behavior:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services within rural/urban settings
- Assess how social welfare and economic policies impact the delivery of and access to social services in both rural and urban areas, and how these impact across the environments
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice across the rural/urban landscape.

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

Behavior:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two
- Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse clients and constituencies across the rural/urban environment and at the intersection of the two ensuring informed consent.
- Discern the most appropriate engagement strategy according to each practice context.

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

Behavior:
- Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from both rural and urban clients and constituencies; and those who are at the intersection of the two environments.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.
- Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences for clients and constituencies reflective of their environment whether rural, urban or at the intersection of both
- Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impact assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.

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

Behavior:
- Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in both urban and rural environments and at the intersection of the two

- Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation to impact outcomes for those in both urban and rural environments and the intersection of both.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies in both urban and rural environments and the intersection of both.
- Facilitate effective transitions and endings that advance mutually developed goals for clients in both urban and rural environments and the intersection of both.

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

Behavior:
- Select and use appropriate methods for evaluation of outcomes whether primarily in a rural or urban environment or at the intersection of the two.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for clients in both urban and rural environments and the intersection of both.
- Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.

* The MSW Foundation Generalist Practice adheres to 9 competencies and behaviors of the BSW program

Curriculum

MSW (Online-Full or Part-time) 57 Credit Hours	
Foundation Generalist Practice Courses (24 credit hours)	
SWK 501 Generalist Practice with Individuals, Families, and Small Groups	**SWK 503** Generalist Practice with Groups, Organizations, and Communities
SWK 511 Human Behavior in the Social Environment I	**SWK 513** Human Behavior in the Social Environment II
SWK 521 Foundation of Social Welfare Policy	**SWK 531** Research for Practice
SWK 541 Social Justice for Oppressed Populations	**SWK 553** Field Foundations Practicum (300 hours)*

Advanced Generalist Practice (Specialization) Courses (30 credit hours)	
SWK 505 Advanced Generalist Practice with Individuals	**SWK 506** Advanced Generalist Practice with Families
SWK 507 Organizations, Communities, and Social Policy	**SWK 508** Social Work Supervision and Administration
SWK 509 Advanced Generalist Practice with Small Groups	**SWK 510** Clinical Practice in Mental Health
SWK 554 Advanced Generalist Practice Field Practicum (500/600 hours)	**SWK 590** Research Methods in Advanced Social Work Practice
SWK 595 Research Literature and Techniques	
Elective (3 credit hours)	
SWK 512 Business Practices	**SWK 514** Social Work and the Law
SWK 592 Study Abroad	**SWK 597** Special Topics

Notes:
- Grade of "B" or better required for SWK 553 and SWK 554.
- Successful completion (70% or above) of the MSW Comprehensive Exam is required of all students to graduate with an MSW.

ONBOARDING CHECKLIST

- Complete all procedures with the Department of Human Resources
    - Submit I-9
- Complete [Compliance Training](#) in [TrainTraq](#)
- Access Institutional Email and change password
- Access myLEO to update and review Personal Information
- Attend adjunct orientation
- Complete the [Outside Employment and Consulting Activities form](#) to inform of external employment (only if teaching in another higher education institution). Email it to the Department Head for approval.
- Edit syllabus to reflect instructor's Personal Information
- Meet with Course Lead
- Access D2L
- Request Textbook

INSTRUCTION AND STUDENT ENGAGEMENT

This section serves as a comprehensive guide for adjuncts to access the necessary resources for preparing instructional content, tools, and communication methods to effectively engage with students. Adjunct faculty members can begin by accessing the TAMUC Employee Homepage, which provides valuable information about available resources catering to their needs. Below, we have compiled a list of essential resources complete with descriptions and convenient links to assist adjuncts in their search.

Technical Support

Access and follow appropriate instructions mentioned at TAMUC Work from Home resources to ensure appropriate safeguard measures while working from home.

Services	Contact Information
To access myLEO Portal, reset passwords, access forgotten CWID, Email, Microsoft 365, EAB, WorkDay, etc.	**Center for IT Excellence Help Desk** helpdesk@tamuc.edu 903.468.6000
To ensure appropriate online safeguard measures while working from home.	TAMUC Work from Home
To access faculty resources within myLEO (i.e. Faculty schedule, Class List, Student Information, Post Midterm and Final Grades) and Other Apps (Census Day Roster, Waters Library Resources, Change or Reset Password, EAB, Microsoft Office 365, Parking Permits)	**myLEO Portal** https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP
To merge (cross-list) different sections of a single course in D2L, copy shells	**Education Technology** Online@tamuc.edu Jacob.Mills@tamuc.edu Petra.Strassberg@tamuc.edu
To access training (TrainTraq), payslips, and make changes to your personal information (Workday), etc	**TAMUS SSO** https://sso.tamus.edu
To resolve issues within D2L	**Online Brightspace (D2L)** https://www.d2l.com/support/ 877.325.7778
To solve technical issues regarding sign-in and missing binders of students and field instructors within TK20.	**Manager Data Systems for COEHS** Jill Woodruff Jill.Woodruff@tamuc.edu 903.886.5886

Services	Contact Information
To access library resources i.e. reserve study rooms, research help, and faculty support,	**Research Librarian for Social Work** Emily Davis Emily.Davis@tamuc.edu 903.886.5720 **Generic Questions** ask@tamuc.libanswers.com https://tamuc.libcal.com/#

Digital Platforms and Software

Microsoft 365
University faculty and staff can access Microsoft 365 using their TAMUC University account. To sign up for One Drive and other Microsoft 365 products, follow the instructions outlined in our [step-by-step help article](#).

Email
Microsoft Office 365 hosts University faculty, staff, and student email accounts and calendars. Access your university email using your official email address and NetID password.

Please sync your TAMUC email and calendar to Outlook. ([Step by Step Guide](#))

MS Teams
Teams can be used on desktop or mobile devices. [Activating and using your Teams account](#) is a simple process.

Brightspace/D2L (LMS)
All course sections offered by Texas A&M University-Commerce 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

> D2L Tutorials
> https://inside.tamuc.edu/facultystaffservices/academicTechnology/d2l/default.aspx

Access and Navigation
You will need your campus-wide ID (CWID) and password to log into the course.

Zoom

TAMUC University accounts are now available under a 3-year site-license agreement for Faculty and Staff. A Zoom account has been created for all employees of the university. If you do not have a Zoom account, please follow the link below and use this guide to set up your account. You only need to complete up through step 8 for it to work. Steps 9 and beyond are only needed if you wish to set up Zoom to work in your Outlook. It is recommended to use Google Chrome. Zoom is also integrated into the D2L course shell. Zoom class meetings can be scheduled from the course shell.

Adobe Creative Campus

Texas A&M University-Commerce has partnered with Adobe to provide students and staff with access to the full Creative Suite.

TK20

TK20 is the official software used to administer the field program and collect all required field documentation that substantiates a student's successful completion of their field experience. TK20 includes all the student documentation along with appropriate documentation for both Field Instructor and Field Liaison.

> For Field Liaisons' assistance with TK20:
> https://inside.tamuc.edu/academics/colleges/educationhumanservices/educatorcertificationacademicservices/tk20-support/social-work-program/Field%20Liaison.aspx
>
> For Field Instructors' assistance with TK20:
> https://inside.tamuc.edu/academics/colleges/educationhumanservices/educatorcertificationacademicservices/tk20-support/social-work-program/Field%20Instructor%20Agency.aspx
>
> For Students' assistance with TK20:
> https://inside.tamuc.edu/academics/colleges/educationhumanservices/educatorcertificationacademicservices/tk20-support/social-work-program/student.aspx

LionSafe App

Lion Safe is the official safety app of A&M-Commerce. The Department of Emergency Management and Safety and University Police Department worked for eight months to develop this unique resource that provides students, faculty and staff with added safety on campus. The app will send you important safety alerts and provide instant access to campus safety resources thanks to seamless integration with our safety and security systems. The app features emergency contacts, crisis alerts, in-app tip reporting, location services features, and much more!

> Download via App Store (Apple Products)
> Download via Google Play (Android Products)

Preparing the Course

Tasks	Contact/ Resources
Request Course Textbook *Note:* Please. return textbooks if not teaching the course in the near future.	Dashaela Dennis Dashaela.Dennis@tamuc.edu 903.468.3047
Access Academic Calendar to identify important dates and deadlines for faculty and students and institutional activities.	**Academic Calendar**
Access Course Schedule to identify class time, location, and section.	**TAMUC Schedule of Classes**
Update Course Syllabus to include personal information and review course schedule and assignment/ examination due dates.	**Marta A. Mercado-Sierra** Marta.Mercado-Sierra@tamuc.edu
Contact Course Lead to discuss course delivery, assignments, and examinations, go over the course shell and any other concerns.	**Access Course Lead Info (**See: Appendix A: Course Leads) (Form Link:
Request Copy of Course D2L Shell When copied, make sure to update the shell with your syllabus, contact information, meeting dates, zoom link, due dates, etc. If you do not clean the shell, students will contact the course lead and attend their class session instead of yours. Please avoid these situations.	https://dms.tamuc.edu/Forms/D2L-CourseCopyRequest)
Access Course Shell to upload the course syllabus, update contact information, and review course content folders, gradebook, assignments, and examinations with corresponding due dates. To email students before the start of the semester to welcome them, share the syllabus, and indicate the required textbook. Recommendation: Post the welcome message as an announcement section in D2L as well.	myLEO TAMUC D2L

Tasks	Contact/ Resources
Request Web-Based Course Schedule (Only if teaching online courses) to identify live class session schedule.	**Marta A. Mercado-Sierra** Marta.Mercado-Sierra@tamuc.edu

Course Management

All courses are managed through D2L/Brightspace. Students will have access to their shell the first day of class at 12:00 AM.

Standards	Details	
Communication with Students	- Email students from instructor's TAMUC email. Likewise, email students at their leomail address - Respond to students' emails within 48 business hours. - The use of other forms of communication besides D2L and email (i.e. GroupMe) with students is appropriate. However, it may not be required or relied on. - Assignment/examination, mid or final grades cannot be communicated through email.	
D2L Announcements	Weekly announcements with readings, tasks, and assignments for the week are highly encouraged.	
Assignments & Examinations	- Adjunct faculty are required to use assignments or examinations in the syllabi. These may not be modified or disregarded.The School is geared to assess the students equivalently across sections. - If you have questions or concerns about assignments or examinations, please contact the content lead.	
Web-based Class Lectures	**BSW:** Offer at least a one hour weekly live session through a digital platform (preferably in D2L's Zoom tool). To schedule these session see Web-based Course Schedule Must record and post live sessions in D2L Ensure each unit/week includes weekly instructional material, including a PPT. Most courses include pre-recorded lectures with the corresponding PPT. However, feel free to record your own lecture using the same content.	**MSW:** Offer at least biweekly live sessions through a digital platform (preferably in D2L's Zoom tool). To schedule these session see Web-based Course Schedule Must record and post live sessions in D2L Ensure each unit/week includes weekly instructional material, including a PPT. Most courses include pre-recorded lectures with the corresponding PPT. However, feel free to record your own lecture using the same content.

Standards	Details
Web-based Class Recordings	All web-based live class sessions will be recorded preferably in D2L's Zoom tool. The recording must be available in the corresponding weekly folders for students access.
Undergraduate Class Participation/ Engagement	*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 2 times through the semester with no penalty. If 3 absences occur, the overall grade will be dropped 1 letter grade. If 4 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 and 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. 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.
Web-based Graduate Class Engagement	Students are not required to attend online class sessions. However, each instructor may or may not require students to watch the weekly or biweekly online class meeting recording.

Standards	Details
	However, MSW students are required to log in and participate in online components. Students must log in to D2L and complete assignments in a timely manner. Not logging in to review the instructional material and completing assignments online during the appropriate time will impact the course grade.
Grading	All courses must have a gradebook in D2L. Grade according to the rubric provided in the syllabus. ● All assignments must be graded in D2L. ● Graded assignments must offer specific feedback (written or recorded) in D2L. ● Set D2L to calculate accrued grade automatically. ● Make grades available to students throughout the semester. ● Ensure students have corresponding grades posted at midterm, particularly before the drop date. ● Ensure adequate setting in case of dropping lowest grades of a category (i.e. dropping lowest quiz grade, dropping the 2 lowest activity grades). ● Do not communicate grades through email.
Dues Dates	Due dates must be included in the outline/ schedule of the course syllabus and posted on the D2L calendar. Please consider extenuating circumstances to make appropriate concessions with students on due dates (i.e. family deaths, hospitalizations, unforeseen personal events).
Mid-term Course Assessment	TAMUC's School of Social Work is interested in developing a strong learning community. Thus, we request students to complete a mid-term course assessment indicating how they understand their courses are developing and offer recommendations to better respond to their needs while maintaining quality education. **This survey is strictly anonymous.** Instructors will **receive aggregated** results the week after the due date. Thus, instructors will have the time to reinforce or make adjustments to learning strategies and respond to students' needs during the second half of the semester. (See: Appendix B: Mid-term Course Assessment Survey) ● The head of the Department or supervisor will submit a Midterm Course Assessment Summary for the Adjunct to better respond to students' needs the rest of the semester. (See: Appendix C: Mid-term Course Assessment Summary)

Standards	Details
Documentation	Adjunct faculty must maintain records such as gradebook, student attendance reports, class handouts and course syllabi in the corresponding D2L course shell.
Office Hours	Adjunct faculty members will provide reasonable opportunities to meet with students and colleagues outside of class times. The office hours for those teaching online can be virtual and available upon request.
Modification of Class Delivery and Cancellations	Adjunct faculty members can modify class timings in agreement with the students and coordinate with the Assistant Department Head to determine the availability of a time slot or room. Adjuncts are required to coordinate with the Assistant Department Head to identify a substitute in case a class needs to be canceled. Class timing modifications and cancellations must be informed to the Department Head.
Student Accommodations	The office of Student Disability Services will email instructors students needing accommodations with specific instructions at the beginning of each semester. Instructors must comply with the recommended accommodation sent by this office. Also, special accommodation may be granted only to students qualified by Student Disability Services. *Note: 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 reasonable accommodation of their disabilities.*
APA Format & Style	Undergraduate and graduate students must format papers in APA 7th Edition (i.e., paper structure, active voice, citations, and references). ● Access APA resources to ensure students use correct paper structure, active voice, citations, references, etc. ● APA format must be considered as part of the grade in research, literature review and theoretical papers.
Writing, Grammar & Web Search Strategies for Students	Find most commonly used writing and grammar resources and Web Search Strategies.
Free Instructional Films for classroom use	Instructors can access free documentaries, movies, videos, etc. supplement classroom instructions using Kanopy. You will need to login using your TAMUC username and password.

ACADEMIC REPORTS

Census

Census date rosters are due within one week of the census date each Fall, Spring, and Summer semester. Accurate reporting is critical for state reporting, financial aid, and student appeals. The process is easy: simply log into myLEO and access the current roster under APPS.

Early Intervention Report

Early Intervention reports through the Student Success Management System (EBA) are due before mid-term (around the 4th week of class). Faculty will receive an email with a due date. The objective of this is to report students struggling with academic work and needing early intervention with support services to facilitate their academic success. To access the EAB app login to [myLEO](#).

Mid-term and Final Grades

Submit midterm and final grades on or before the due date.

Mid-term grades are due every Fall, Spring and Summer for UNDERGRADUATE students - only D's or F's need to be reported. Graduate Instructors do NOT need to submit midterm grades.

Post **final grades** in [D2L](#) or the myLEO portal under Faculty Resources [according to the instruction](#) received by email by Academic Affairs. All grades (midterm and final) are available to students via the myLEO portal.

TAMUC's institutional policy **prohibits** instructors to **email grades** to the students.

STUDENT CONDUCT & RESPONSIBILITY STANDARDS

Academic Integrity

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

- University Procedure 13.99.99.R0.03 Undergraduate Student Academic Dishonesty
  - Undergraduate Student Academic Dishonesty Form
- University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty
  - Graduate Student Academic Dishonesty Form

Use of Artificial Intelligence
Texas A&M University-Commerce 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.

Student Conduct

University Code of Conduct
To become aware of university policies related to student academic and behavioral expectations for students, refer to the Student Guidebook.

National Association of Social Work Code of Ethics
The School of Social Work expects all social work faculty members, staff, and students to conduct themselves in an ethical, professional manner, consistent with the NASW Code of Ethics

ADDRESSING STUDENT ISSUES

Academic Performance

For academic performance you may use the EAB app to refer the students. To access the EAB app login to myLEO. To issue an alert to the advisor when students are struggling in the class, continued/ multiple absences, follow these instructions.

Academic Support Services

Patricia Bazan Patricia.Bazan@tamuc.edu 903.468.5904 Education North 204D **Academic Advisor** **(45 credit-hours or less)** **Social Work, Education, Psychology and Human Services**	Jodi White Jodi.White@tamuc.edu **Tutoring services** https://inside.tamuc.edu/campuslife/campussservices/academicsuccesscenter/tutorInfo/default.aspx
Renee Walker Renee.Walker@tamuc.edu **Financial Aid Director** For students to make an appointment with FAO: https://calendly.com/fao-web/fao-30-minute-meeting	Kelin Loe Kelin.Loe@tamuc.edu **Writing Center Director** https://www.tamuc.edu/writing-center/

Emotional and Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903.886.5145. For emergency resources, visit: https://www.tamuc.edu/counseling-center/emergency-resources/

Other Support Services

Nikki Barnett Nikki.Barnett@tamuc.edu **Director** **Student Advocacy & Support Services**	Maxine Mendoza-Welch Maxine.Mmendo@tamuc.edu **Director** **Student Health Services**
Amanda Berry Amanda.Berry@tamuc.edu **Title IX Coordinator** **Civil Rights Administrator**	Carrie Williams Carrie.Williams@tamuc.edu **Director** **Student Disability Services**

Fred Fuentes	Jason Douglas
Fred.Fuentes@tamuc.edu	Jayson.Douglas@tamuc.edu
Executive Director	**Executive Director**
Latinx Programs	**Student Access & Success**
Marcy Louis	Michael Stark
Marcy.Louis@tamuc.edu	Michael.Stark@tamuc.edu
Director	**Assistant Dean of Students /**
Student Rights & Responsibilities	**Director, Residential Living & Learning /**
	Chair of the BIT Team

Title IX

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in educational programs and activities at federally funded institutions. Title IX protects students, faculty, staff and visitors to our campus from all forms of sex discrimination. The Office of University Ethics and Compliance is responsible for the investigation and resolution of alleged violations of A&M-Commerce's civil rights policies, including Title IX. Reach out to Title IX Coordinator at any time with questions about civil rights/Title IX at TitleIX@tamuc.edu or 903.886.5991.

According to the University Procedure 08.01.01.R2.03 Student Pregnancy and Parenting Support, students can request for academic accommodations due to pregnancy, childbirth, and/or related health care. Furthermore, this procedure addresses a student's or instructor's request for risk-reduction modification of programs/classes that may involve exposure to chemicals, radiation, or other circumstances that could harm an unborn child.

- *To obtain accommodations regarding pregnancy, students must inform the instructor and request accommodations to the Title IX Coordinator via email to TitleIX@tamuc.edu.*

Academic and Professional Behavior

Adjuncts have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the Department Head to consult if the matter merits a referral to the Academic and Professional Issues Committee (API).

School of Social Work's Academic and Professional Issues Committee (API)

The School of Social Work's Academic and Professional Issues Committee (API) addresses behavioral issues with students (see full description and procedure below). It is recommended that you first discuss the situation with the adjunct supervisor or the department head before you proceed to make a referral to this committee.

The API hearing is the formal path of due process for a student in regards to the concern being expressed. A student will be referred to the School of Social Work's Academic and Professional Issues Committee (API) by faculty, field instructors or faculty field liaisons when a concern arises regarding academic, 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 or other concerns as determined by the Academic and Professional Issues Committee. The detailed procedure, timelines, and the committee members for the API is mentioned in the document linked here.

Behavioral Intervention Team

The Behavioral Intervention Team is a resource for faculty, staff and students to address behavioral concerns (i.e. dangerous behavior, threatening oneself or others; angry, hostile, or abusive behavior; or disruptive). In some cases, there may be no violation of the A&M-Commerce Code of Student Conduct, but the behavior may evoke alarm or concern among involved persons. For referrals to the BI Team access CARE Report.

TAMUC Disciplinary Action

More serious offenses (access Student Guidebook) may be referred to the Judicial Affairs Office for Disciplinary Action. To make a referral, identify the type of report you need to file at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/#tamuc-section-234119

If you believe the student or community is in immediate danger, please contact the University Police Department at 903.886.5111.

TAMUC ADMINISTRATIVE SUPPORT

TAMUC Educational Centers with Social Work Programs

Location	Coordinator Information	Onsite Tech Assistant
Dallas		
8750 North Central Expressway Dallas, TX 75231	Molly DePue Molly.Depue@tamuc.edu 214.954.3641	Pfeiffer, William 214.954.3642

Parking

Commerce
At the Commerce campus, all vehicles operated or parked on TAMUC premises throughout the semester must be registered with the University Police Department. A valid permit must be visibly displayed. Faculty and staff of A&M-Commerce must purchase permits to park on the Commerce campus online through myLEO or at the Cashier windows in the McDowell Administration Building.

However, adjuncts may display a One-day free Visitor Permit each day they teach or visit the campus. You must request the permit online and print it prior to arriving. NOTE: The following information is required to obtain a permit: photo driver's license and vehicle registration. |
| **Dallas** |
| In the Dallas Educational Center, parking is available in front of the building (spots marked "PERMIT") and in the Garage, which has direct access to the main lobby. To park in the garage, request the fab at the front desk (19th floor). NOTE: Your TAMUC ID card is required at the moment of the request. |

Other Services

Tammi Thompson Tammi.Thompson@tamuc.edu **Director, Human Resources**	Kristine Vincze Kristine.Vincze@tamuc.edu **Employment Coordinator for Faculty**
Derek Preas Derek.Preas@tamuc.edu **Director, Emergency Management & Safety**	Bryan Vaughn Bryan.Vaughn@tamuc.edu **Chief, University Police Department**

| Lydia Harkey
Lydia.Harkey@tamuc.edu
EIR Accessibility Officer | |

ADJUNCT PERFORMANCE EVALUATIONS

TAMUC Student Course Evaluation

Students will evaluate the instructor, course content, and organization. TAMUC administration announces the period for students to complete this evaluation. We recommend that you motivate students to complete this evaluation before the final exam period. Instructors will receive aggregated results a few weeks after the end of the semester. The Student Course Evaluation will be used in your performance evaluation. (See: Appendix D: TAMUC Student Course Evaluation)

Adjunct Performance Evaluation

According to University Procedure 12.99.99.R0.11, an adjunct performance evaluation will be conducted at the end of the academic year.

Incoming Adjuncts will be assessed after their first semester. To complete this process comprehensively, we will review your self-assessment, course shells, peer review F2F and online classes, mid-term course assessment summaries and course evaluation completed by students. The Department Head or supervisor will meet to discuss the evaluation with the Adjunct. (See: Appendix E: Adjunct Performance Evaluation Form)

APPENDICES

Appendix A: COURSE LEADS

Adjuncts must contact the respective course leads before class starts to discuss course delivery, assignments, and examinations and coordinate the copy of the course shell.

Course Number	Course	Course Lead	Course Lead Email
BSW Generalist Practice Courses			
SWK 2361	Introduction to Social Work	Moore, Brenda	Brenda.Moore@tamuc.edu
SWK 2362	Social Welfare: Legislation, Programs, and Services	Sung, Tammy	Tammy.Sung@tamuc.edu
SWK 2389	Academic Cooperative	Moore, Brenda	Brenda.Moore@tamuc.edu
SWK 322	Integration of Practice	Sung, Tammy	Tammy.Sung@tamuc.edu
SWK 325	Social Work Practice with Mezzo Systems	Brumley, Brian	Brian.Brumley@tamuc.edu
SWK 328	Social Welfare Policy and Services	Mercado-Sierra, Marta A.	Marta.Mercado-Sierra@tamuc.edu
SWK 329	Social Work Practice with Micro Systems	Norris, Lyndsey	Lyndsey.Norris@tamuc.edu
SWK 331	Social Work Practice with Macro Systems	Mercado-Sierra, Marta A.	Marta.Mercado-Sierra@tamuc.edu
SWK 340	Global Perspectives of Human Welfare	Howard, Ahfiya	Ahfiya.Howard@tamuc.edu
SWK 348	Promoting Mental Health Across Populations	Norris, Lyndsey	Lyndsey.Norris@tamuc.edu
SWK 350	Research	Howard, Ahfiya	Ahfiya.Howard@tamuc.edu

Course Number	Course	Course Lead	Course Lead Email
SWK 370	Writing and Technology Skills in Social Work	Mercado-Sierra, Marta A.	Marta.Mercado-Sierra@tamuc.edu
SWK 361	Issues in Family Treatment	Norris, Lyndsey	Lyndsey.Norris@tamuc.edu
SWK 422	Integration of Practice	Brumley, Brian	Brian.Brumley@tamuc.edu
SWK 424	Generalist Practice in the Field	Brumley, Brian	Brian.Brumley@tamuc.edu
SWK 425	Field Instruction I	Brumley, Brian	Brian.Brumley@tamuc.edu
SWK 426	Field Instruction II	Brumley, Brian	Brian.Brumley@tamuc.edu
MSW Foundation Generalist Practice Courses			
SWK 501	Generalist Practice with Individuals, Families, and Small Groups	Moore, Brenda	Brenda.Moore@tamuc.edu
SWK 511	Human Behavior in the Social Environment I	Howard, Ahfiya	Ahfiya.Howard@tamuc.edu
SWK 513	Human Behavior in the Social Environment II	Brownell, Gracie	Gracie.Brownell@tamuc.edu
SWK 521	Foundation of Social Welfare Policy	Brownell, Gracie	Gracie.Brownell@tamuc.edu
SWK 531	Research for Practice	Howard, Ahfiya	Ahfiya.Howard@tamuc.edu
SWK 541	Social Justice for Oppressed Populations	Brownell, Gracie	Gracie.Brownell@tamuc.edu
SWK 553	Field Foundations Practicum	Knox, Avril W.	Avril.Knox@tamuc.edu
MSW Advanced Generalist Practice (Specialization) Courses			
SWK 503	Generalist Practice with Groups, Organizations, and Communities	Knox, Avril W.	Avril.Knox@tamuc.edu

Course Number	Course	Course Lead	Course Lead Email
SWK 505	Advanced Generalist Practice with Individuals	Nelson, Dawn	Dawn.Nelson@tamuc.edu
SWK 506	Advanced Generalist Practice with Families	May, Benjamin	Benjamin.May@tamuc.edu
SWK 507	Organizations, Communities, and Social Policy	Brownell, Gracie	Gracie.Brownell@tamuc.edu
SWK 508	Social Work Supervision and Administration	Knox, Avril	Avril.Knox@tamuc.edu
SWK 509	Advanced Generalist Practice with Small Groups	May, Benjamin	Benjamin.May@tamuc.edu
SWK 510	Clinical Practice in Mental Health	Nelson, Dawn	Dawn.Nelson@tamuc.edu
SWK 554	Advanced Generalist Practice Field Practicum	Knox, Avril	Avril.Knox@tamuc.edu
SWK 590	Research Methods in Advanced Social Work Practice	Smith, Marcella	Marcella.Smith@tamuc.edu
SWK 595	Research Literature and Techniques	Smith, Marcella	Marcella.Smith@tamuc.edu
SWK 512	Business Practices	Nelson, Dawn	Dawn.Nelson@tamuc.edu
SWK 514	Social Work and the Law	Nelson, Dawn	Dawn.Nelson@tamuc.edu

Appendix B: MID-TERM COURSE ASSESSMENT SURVEY

Q1 Select the campus and section you are enrolled in.

Q2 Select the semester you are enrolled.

Q3 Select the course you are evaluating. **Note: Double-check your selection before moving to the next item.**

Q4 Type of course delivery. Select the course delivery method.

Q5 Select the instructor for this course. **Note: Double-check your selection before moving to the next item.**

Q6 Name 2 aspects of this course that help you learn the material to reach course objectives. (Examples: Content, textbook, outside material used, discussions, videos, practice/application activities like role play, instructor's teaching style, group assignments, etc.)

_____

_____

_____

Q7 The instructor uses appropriate learning methodologies to assist you in meeting the objectives of the course.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q8 The instructor is organized and well-prepared for class.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q9 The instructor delivers assignment criteria and clearly communicates student expectations.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q10 The instructor posts grades and provides useful feedback in a timely manner.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree

- Somewhat disagree
- Strongly disagree

Q11 The instructor creates a safe classroom environment conducive to learning.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q12 Instructor encourages equitable participation/engagement in the class.
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q13 The instructor is approachable and accessible outside of the classroom (phone, office or virtually.
- Yes (1)
- No. Please describe how you tried to communicate and the result of your request. (2)
  _____
- Not yet needed to request a meeting. (3)

Q14 Does your instructor model social work values and guiding principles in the classroom and interactions with students? Please offer examples as to your response.
- Yes (4)
- No. Please, explain: (5) _____

Q15 What can the instructor do to improve any aspect of this course that would facilitate your learning? (Examples: Content, textbook, outside material used, discussions, videos, role play, teaching style, etc.)

_____
_____

Q16 What can your instructor do to help or support you to be successful in this course?

_____

Q17 What can your classmates do to improve your engagement in this course?

_____

Q18 What can you do to improve your performance in this course?

_____

Appendix C: MID-TERM COURSE ASSESSMENT SUMMARY

Adjunct: **Section(s):**
Course: **Semester:**
Instructional Method: **Responses/Students:**

Scale:

Strongly agree (5)   Somewhat agree (4)   Neither agree nor disagree (3)
Somewhat disagree (2)   Strongly disagree (1)

Criteria	Score
The instructor uses appropriate learning methodologies to assist you in meeting the objectives of the course.	
The instructor is organized and well-prepared for class.	
The instructor delivers assignment criteria and clearly communicates course expectations of students.	
The instructor post grades and provides useful feedback in a timely manner.	
The instructor creates a safe classroom environment conducive to learning.	
The instructor encourages equitable participation/ engagement in the class.	

Criteria	Response		Comments
	Y	N	
The instructor is approachable and accessible outside of the classroom (via phone, office, or virtually).			
The instructor models social work values and guiding principles in the classroom and in interactions with students.			

1. Aspects of the course that help students learn the material to reach course objectives:
2. Aspects of the course that students would like to see improved:
3. Students understand that you can engage in these activities to help them be successful in the course:
4. Students' recommendations for classmates to improve their engagement in the course:
5. Students' ideas to improve their performance in the course:

Appendix D: TAMUC STUDENT COURSE EVALUATION

Instructor Questions
- The instructor demonstrated knowledge of course materials.
- The instructor was prepared for class.
- The instructor was available outside of class.
- The instructor stimulated interest in the course.
- The instructor treated students fairly and impartially.
- The instructor set high standards that challenged me in this course.
- I was provided with timely comments, responses, and positive constructive feedback.
- I would recommend this instructor to another student.

Course Questions
- The course description accurately reflected the content of the course.
- Expectations were clearly outlined in the syllabus.
- Reading assignments were of reasonable length and level.
- Exams covered important course materials and content.
- Overall, this course has stimulated my interest in this subject.

QEP Questions
- This course better prepared me for an interconnected world.
- This course improved my knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).
- This course improved my ability/skill to apply knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems).
- This course encouraged me to view myself as an engaged citizen within an interconnected and diverse world.

Appendix E: ADJUNCT PERFORMANCE EVALUATION FORM

Semester: **Year:**
Date of Evaluation: **Instructor:**

Course(s) and enrollment:
Graduate Faculty Status (If applicable):
Status expires:

Scale:

(1) Does Not Meet Expectations	(2) Partially Meets Expectations	(3) Meets Expectation	(4) Exceeds Expectation	(5) Significantly Exceed Expectations

1. Course requirements (texts, tests and other work required of students) are relevant to the content of the course and student learning objectives.
2. Instructor creates a classroom environment conducive to learning.
3. Delivers assignment criteria and clearly communicates expectations of students.
4. Grading standards are clearly stated in the syllabus.
5. Instructor is organized and well prepared for class.
6. Instructor is approachable and accessible outside of the classroom.
7. Uses appropriate learning methodologies to assist the learner in meeting the objectives.
8. The instructor encourages student participation in the class.
9. The instructor provides useful feedback on student performance.
10. Student faculty evaluation forms. Percentage of Participation.
11. Meet administrative deadlines for submitting grades, mandated system training and other appropriate deadlines.

Faculty member has reviewed the evaluation.
(Faculty member can provide written response if they do not agree with evaluation)

Instructor Signature: Date:

Evaluation Prepared by: Date:

Department Head Signature: Date:

Dean Signature: Date:

Appendix F: DEPARTMENT OF SOCIAL WORK DIRECTORY

Gracie Brownell, Ph.D., LMSW Gracie.Brownell@tamuc.edu **MSW Program Director** **Associate Professor**	Brian Brumley, LMSW-IPR Brian.Brumley@tamuc.edu **BSW Field Director** **Clinical Instructor**
Dashaela Dennis Dashaela.Dennis@tamuc.edu **Office Administrative Assistant** **Field Education Coordinator**	Leanne Farquhar Leanne.Farquhar@tamuc.edu **MSW Administrative Coordinator**
Ahfiya Howard, Ph.D. Ahfiya.Howard@tamuc.edu **Assistant Professor**	Rebecca Judd, Ph.D., LMSW Rebecca.Judd@tamuc.edu **Associate Professor**
Avril W. Knox, DSW, ACSW Avril.Knox@tamuc.edu **MSW Field Director** **Assistant Professor**	Benjamin May, Ph.D., LCSW Benjamin.May@tamuc.edu **Associate Professor**
Marta A. Mercado-Sierra, Ph.D. Marta.Mercado-Sierra@tamuc.edu **Assistant Department Head** **Associate Professor**	Brenda Moore, Ph.D., LMSW-AP Brenda.Moore@tamuc.edu **BSW Program Director** **Assistant Professor**
Dawn Nelson, LCSW-S, ACSW, SAP, CART Dawn.Nelson@tamuc.edu **Clinical Instructor**	Lyndsey Norris, LMSW Lyndsey.Norris@tamuc.edu **Clinical Instructor**
Wendy Nutt Wendy.Nutt@tamuc.edu **BSW Administrative Associate Assistant**	Marcella Smith, Ph.D. Marcella.Smith@tamuc.edu **Department Head** **Title IV-E PI** **Associate Professor**
Tammy Sung, MSSW, LMSW Tammy.Sung@tamuc.edu **Clinical Instructor** **Title IV-E Coordinator**	