



ENG 697 (02W) - Linguistics of Neurodiversity

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Shelby Miller

Office Location: Hall of Languages, Room #318

Office Hours: Traditionally, Tuesdays and Thursdays, 9:00 am - 11:30 am (please make an appointment first!). However, **I'm flexible**. If the prior days/times do not work for you, just reach out and we'll find a time that works for both of us!

Office Phone: Phone? Psh, let's zoom instead.

Office Fax: Do you really have something to fax to me? Just email it instead.

University Email Address: Shelby.Miller@etamu.edu

Zoom: Link provided in course shell under "Contact Information & Office Hours"

Preferred Form of Communication: Email

Communication Response Time: I will respond within 24 hours. If you have not heard from me, please assume I have not received your message and reach out to me again. I may not immediately respond to emails on weekends and holidays.

COURSE INFORMATION

Textbook(s) Required: This course does not require a textbook. All required readings will be provided as links or PDFs in the course shell. Additional readings will be identified collaboratively by the class.

Course Description

Three semester credit hours. This special topics course introduces graduate students to neurodiverse populations through a linguistic lens. The course examines how neurodiversity is defined, theorized, and experienced across linguistic subfields, including sociolinguistics, neurolinguistics, language acquisition, and applied linguistics. Students will explore topics such as crip linguistics, ethical and methodological considerations for conducting research with neurodiverse and other vulnerable populations, and the role of language in shaping norms, stigma, and inclusion. Particular attention is given to how neurodiversity intersects with first and second language development, learning contexts, and educational practices. Throughout the course, students will critically engage with research, terminology, and discourse practices to better understand how linguistic theory and research can contribute to more inclusive and

socially responsible scholarship. The course approaches neurodiversity as a heterogeneous and socially situated concept and does not treat any neurodivergent group as monolithic.

Rather than following a fixed content sequence, this seminar is organized around shared inquiry, independent exploration, and collective resource-building. Students and instructor will study these topics together by identifying, sharing, and critically engaging with readings, data, and professional resources that support the course description and student learning outcomes.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain and critically evaluate key concepts, theories, and frameworks related to neurodiversity across linguistic subfields, including sociolinguistics, neurolinguistics, language acquisition, and applied linguistics.
2. Analyze, design, and critique linguistic research involving neurodiverse and other vulnerable populations, with particular attention to ethical considerations, methodological choices, and positionality.
3. Engage in and lead advanced scholarly discussions, use inclusive and precise terminology, and produce analytical writing demonstrating awareness of how language shapes norms, stigma, and inclusion in neurodiversity-related research and practice.

Assessments / Projects

As a graduate seminar, this course does not use traditional assignments such as exams or stand-alone papers. Instead, the seminar is organized around collaborative, project-based scholarly work with outcomes that extend beyond the classroom. All course activities contribute directly to ongoing research, professional resource development, and scholarly publishing, allowing students to engage in work that is appropriate for inclusion on academic or professional CVs. The seminar emphasizes collaboration, intellectual contribution, and applied scholarship, with the expectation that students will collectively produce work with real-world impact while maintaining individual responsibility for their contributions. Contribution will be tracked through documented work products, participation in research and writing tasks, and check-ins (contribution statements). Collaborative tasks will be structured to ensure equitable division of labor and clear expectations for individual contribution.

All students are expected to participate in the **Pedagogical Resource Development Project**.

In addition, students may choose **one** of the following two projects for substantial contribution: the **Collaborative Research Project** or the **Scholarly Book Proposal Project**. Participation in both of these additional projects is optional, but students must select at least one in addition to the Pedagogical Resource Development Project.

All three projects are ongoing throughout the semester, with varying emphasis by week. Students should engage consistently, with some weeks focusing more heavily on specific projects.

1. **Pedagogical Resource Development Project** – Students will develop research-informed pedagogical resources designed to support teachers in accommodating and teaching neurodiverse students across educational contexts. Resources may be oriented toward higher education, K–12 settings, or educators more broadly. This project emphasizes translating linguistic and neurodiversity research into accessible, ethical, and practical materials and guides. Students may collaborate on shared resources; however, individual contribution and

responsibility will remain central to evaluation. Final resources generated in this course will be shared publicly on thada.org. The Teaching Headquarters for the Americans with Disabilities Act (THADA) is a nonprofit site dedicated to equipping educators with resources, guides, and training for delivering accessible and equitable course content. Students' names will be publicly credited on the site for their individual contributions. A dedicated section of this site focused on neurodiverse populations will be developed specifically to house materials created through this course.

2. **Collaborative Research Project** – Students will contribute to an active research project investigating the role of closed captioning in higher education, with particular attention to its impact on neurodiverse students. Contributions may include data collection, coding, analysis, literature synthesis, and scholarly writing. While some tasks may be completed collaboratively, students are individually responsible for making sustained, meaningful contributions. Students who meet established contribution standards may be invited to be included as co-authors on resulting publications, consistent with disciplinary authorship norms. This research project has received IRB approval; however, students may be required to complete human subjects research training and adhere to all IRB-mandated protocols as part of their participation.
3. **Scholarly Book Proposal Project** – Students will collaboratively develop a professional book proposal focused on neurodiversity and second language acquisition for submission to an academic publisher (specific details will be shared in class). The project includes creating a comprehensive annotated bibliography (written collectively as a community) and drafting the proposal components (e.g., chapter outlines). This is a professional-level submission, not a simulated exercise, and requires sustained engagement with course readings, theory, and collaborative scholarly writing. Authorship credit on any resulting proposal or publication will reflect sustained, meaningful contributions and will be assigned in accordance with disciplinary authorship norms.

Weekly Check-Ins - Student progress will be tracked through weekly check-ins, which primarily support collaboration in our fully online environment. These informal discussion boards allow you to share what you worked on during the week, provide updates on your project(s), raise questions or request feedback from classmates, and outline next steps. You will also note any additions or updates to shared project folders (e.g., Google Drive). Check-ins help us work effectively together without face-to-face meetings and keep projects moving forward by supporting collective learning, resource sharing, and the coordination of independent work toward shared scholarly goals.

Course Evaluation Methods

Grading and Contribution Philosophy

This seminar uses a contribution-based grading model rather than traditional exams or standalone assignments. Because the course centers on active research, public-facing resources, and a submitted book proposal, course credit is earned through sustained, meaningful scholarly contribution across the semester.

All students are expected to participate in the Pedagogical Resource Development Project. In addition, students must make a substantial contribution to either the Collaborative Research Project or the Scholarly Book Proposal Project. Participation in both of these additional projects is optional, but substantial engagement in at least one is required to meet course expectations. Contributing meaningfully to these two projects (the Pedagogical Resource Development Project plus one other) is sufficient for earning an A-level contribution.

Students are expected to make regular, substantive contributions to tasks such as data collection, analysis and interpretation, scholarly writing and revision, pedagogical resource development, and collaborative intellectual work. Individual responsibility for contribution remains central, even when tasks are completed collaboratively. Grades are based on the quality, consistency, and intellectual substance of a student's contributions, not mere presence or completion of tasks. Students who do not contribute meaningfully or consistently will not receive full credit for the course.

Importantly, course credit and scholarly authorship are related but separate. While students may earn course credit through participation and contribution, inclusion as an author on any resulting publications is contingent upon substantial, documentable scholarly contribution consistent with disciplinary norms. Lack of substantial contribution may result in removal from authorship, regardless of course grade.

Contribution Expectations and Grade Outcomes

A-level contribution

Consistent, substantive intellectual engagement across the semester. The student participates meaningfully in the Pedagogical Resource Development Project and makes a substantial contribution to either the Collaborative Research Project or the Scholarly Book Proposal Project. Contributions include initiative, meaningful engagement with research or resource development, thoughtful application of course readings and theory, and reliable completion of collaborative and individual work. Work at this level shapes the direction or quality of one or more course projects.

B-level contribution

Regular and competent contribution to course projects and discussions. The student completes assigned work, participates thoughtfully in the Pedagogical Resource Development Project, and contributes to one additional project with less depth, initiative, or sustained leadership than an A-level contribution.

C-level contribution

Minimal or inconsistent contribution. The student participates intermittently, completes only surface-level tasks, or contributes primarily in limited or reactive ways. Work meets basic expectations but does not demonstrate sustained scholarly engagement.

Below C

Lack of meaningful contribution. The student does not consistently engage in course projects, fails to meet contribution expectations, or does not participate in required collaborative or individual work.

Authorship and Research Ethics

This course involves participation in active research projects and the production of scholarly and public-facing work intended for submission or dissemination beyond the classroom. All research activities will follow institutional and disciplinary ethical standards, including respect for participants, confidentiality, and responsible data practices.

Authorship on any resulting publications is **not automatic** and is **not guaranteed** by course enrollment or course credit. Authorship decisions will be based on documented, substantial intellectual contribution, which may include (but is not limited to) data collection, data analysis, theoretical framing, literature synthesis, and substantive writing and revision. These decisions will follow established norms within linguistics and related fields.

Students who earn course credit may or may not qualify for authorship. Conversely, students whose contributions are minimal, inconsistent, or primarily administrative in nature may be excluded from

authorship, even if they pass the course. Contribution expectations and authorship decisions will be communicated transparently throughout the semester.

AI Policy

This course has specific policies regarding the use of artificial intelligence (AI) tools in completing course work. Students are expected to adhere to these policies fully; failure to comply may result in grade penalties or exclusion from authorship opportunities. All research and writing activities must comply with IRB protocols, ethical standards, authorship expectations, and AI use policies as described below.

1. Collaborative Research & Scholarly Book Proposal Projects

- The use of AI tools **is strictly prohibited** for any aspect of these projects, including drafting, revising, summarizing, or generating content, even for annotations, rough drafts, or outlines.
- All work must reflect the student's own analysis, writing, and intellectual contribution. Use of AI in these projects will be treated as a violation of academic integrity.
- In this course, you are writing as a community: you do not need AI to revise your work because you will have your peers to provide feedback, support, and constructive critique.

2. Pedagogical Resource Development Project

- Students **may use AI tools**, but they remain fully responsible for the accuracy, validity, and scholarly integrity of the materials they produce.
- All resources must be based on credible, research-informed sources and align with current scholarship. Students may use AI for suggestions, phrasing, or clarifying ideas, but they remain fully responsible for the accuracy and scholarly integrity of the content.

3. General Expectations

- Students are responsible for understanding the difference between AI-assisted support and AI-generated content.
- Academic honesty and intellectual ownership remain central to all course activities. Use of AI outside the permissions above will be treated as a violation of university policies on academic integrity.

COURSE OUTLINE / CALENDAR

This course does not follow a fixed content sequence. Rather, we will build our reading lists and develop our understanding of neurodiversity and linguistics collaboratively by sharing resources, research, and emerging questions throughout the semester.

That said, I've built in several guest presentations to introduce key perspectives and applied material. The timing and order of these presentations may shift based on speaker availability. The sequence of topics and presentations should not be interpreted as a hierarchy of importance; instead, all components contribute collectively to the course learning outcomes.

BOLD means the speaker confirmed.

Week	Topics	Assignments	Due
Week 1 Jan 29 – Feb 2	Review Syllabus Introduction to Collaborative Research Project	Complete Personality Assessment Complete IRB Trainings (if needed)	Personality Assessment Due Mon, Feb 2 IRB Trainings Due Mon, Feb 9
Week 2 Feb 2 – Feb 9	<i>Presentation</i> - Foundations of Neurodiversity Guest Speaker (Dr. Kelin Lowe) Introduction to Pedagogical Resource Development Project Introduction to Scholarly Book Proposal Project	Check-In - Project Preferences Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Feb 9
Week 3 Feb 9 – Feb 16	<i>Mini-Lecture</i> - Language, Identity, & Society: Crip Linguistics, Critical Disability Studies, and Terminology Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Feb 16
Week 4 Feb 16 – Feb 23	<i>Presentation</i> - Universal Access: Transforming Language Instruction for Neurodiversity (Melissa Davis) Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Feb 23
Week 5 Feb 23 – Mar 2	<i>Presentation</i> - Conducting Research with Vulnerable Populations (Dr. Pickering) Join live during Lab on Wednesday, February 25 at Noon (CST) or watch the recording afterward. Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Mar 2

		Proposal Project	
Week 6 Mar 2 – Mar 9	<i>Presentation-</i> AI-Powered Accessibility in Language Learning (Zephyr Rankin) Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Mar 9
Week 7 Mar 9 – 15	Spring Break	No Work	
Week 8 Mar 16 – Mar 23	<i>Presentation-</i> Teaching and Accommodating Students with Disabilities in the Classroom (Carrie Williams) Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Mar 23
Week 9 Mar 23 – Mar 30	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Mar 30
Week 10 Mar 30 – Apr 6	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Apr 6
Week 11 Apr 6 – Apr 13	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development	Mon, Apr 13

The syllabus/schedule are subject to change.

		Project Check-In - Scholarly Book Proposal Project	
Week 12 Apr 13 – Apr 20	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Apr 20
Week 13 Apr 20 – Apr 27	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, Apr 27
Week 14 Apr 27 – May 4	Continued research and writing on course projects.	Check-In - Collaborative Research Project Check-In - Pedagogical Resource Development Project Check-In - Scholarly Book Proposal Project	Mon, May 4
Week 15 May 4 – May 8	Final Touches	No final exam. This week is dedicated to completing projects, wrapping up discussions, and preparing materials for ongoing work or post-class contributions.	Fri, May 8

Unless stated otherwise, assignments will be graded within two weeks, and emails will be answered within one business day. Before emailing, check the syllabus and the course shell on myLeo Online (D2L Brightspace) to see if your question is already answered.

Students who have concerns about this course or the instructor should speak to the instructor about those concerns first. If the student is not satisfied with the outcome of that conversation, the next person to talk to is the Department Head of Literature and Languages.

The syllabus/schedule are subject to change.

TECHNOLOGY REQUIREMENTS

Computer Technologies

This class will be delivered completely online using Desire2Learn Brightspace (D2L), the new Learning Management System used by East Texas A&M University. To get started with the course, go to [MyLeo](#). You will need your CWID and password to log in to the course. Students are required to have regular access to a computer with an Internet connection. At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk@ETAMU.edu.

LMS

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

- [LMS Requirements](#)
- [LMS Browser Support](#)
- [Zoom Video Conferencing Tool](#)

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@ETAMU.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Technology-Related Issues

Personal computer or internet connection problems do not excuse late or missing work. Every student should have a backup method for completing work, such as access to a friend's computer, a library, a campus lab, or another reliable location.

The syllabus/schedule are subject to change.

If you experience issues with myLeo Online (D2L Brightspace)—for example, submitting assignments or participating in discussions—contact the Help Desk at 1-866-656-5511, file a ticket, and email the instructor with your ticket number. Only issues directly related to myLeo Online (D2L Brightspace) are valid reasons for technical assistance. Make sure your browser is compatible and consider completing the myLeo Online tutorial if needed.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, Microsoft Office, and **Google Drive**, as shared project folders will be hosted there for collaboration and resource sharing.

Learning Management System (LMS) – D2L

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

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

Technical Support

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

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

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

Tips for sending emails! I usually only have to provide this to undergraduate students, but sometimes graduate students need a gentle reminder. 😊

Include the Following in Emails with Instructor:

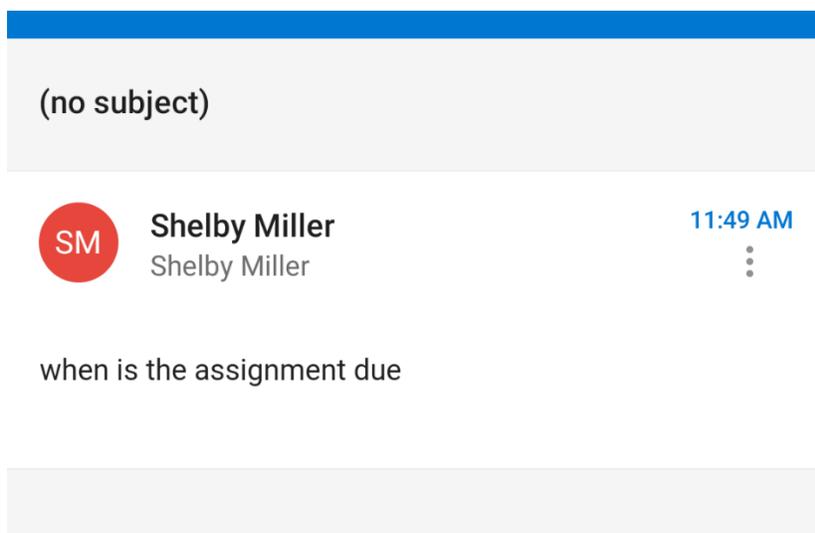
- Course name and subject in the subject line

The syllabus/schedule are subject to change.

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

When emailing, it’s always good to follow the genre conventions of a formal letter. This includes a subject line stating the name of the class, a greeting (“Hi, Dr. Miller,” for example), specific details and explanation in the body of your email, and a closing (“Thank you, Your Name” for example). Emails should be properly proofread and edited and contain the course number in the subject.

Please, pretty please, don’t send me an email like this:



Let’s be professional. Each time you send me a new email about a new topic, please compose a new email with a new subject; do not reply to some old email threads unless we discuss the same issue. It can be very confusing and makes it difficult to reply to your emails.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Responsibilities or Tips for Success in the Course

Being successful in an online course requires self-discipline and high motivation. In this course, all work will be completed through D2L and Google Drive. Access and follow all course instructions found in the content area of the D2L course. Please note that project progress and due dates are crucial. Delays in your contributions may impact your grade. You should check the course website frequently for assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always ahead. In order to achieve the outcomes of the course, you will be involved in a number of different activities. Moreover, we are co-constructing our knowledge in the online community. Please be prepared, share thoughtfully, respond respectfully, and engage in all learning processes.

Syllabus Change Policy

The syllabus/schedule are subject to change.

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

Student Conduct

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

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

ETAMU Attendance

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

Academic Integrity

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

- [Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- [Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)
- [Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

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

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

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

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

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@ETAMU.edu
Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

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

East Texas A&M Supports Students' Mental Health – Counseling Services

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

Mental Health and Well-Being

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



Department of Literature and Languages Mission Statement:

The Department of Literature and Languages at East Texas A&M University fosters transformation through the study of language and literature (“Words That Transform, Language That Connects”), preparing students for careers and advanced study by developing strong skills in reading, writing, critical thinking, and communication across diverse contexts.