



SWK 508 – SECTIONS 04W & 05W

Social Work Supervision & Administration

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: Tahvia Robinson-Merrill
Office Location: **Virtual**
Office Hours: By appointment only
Office Phone: **903.468.3046**
University Email Address: Tahvia.Merrill@etamu.edu
Preferred Form of Communication: **Email**
Communication Response Time: **Within 2 business days**

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required

Kettner, P. M. (2013). Excellence in human service organization management (2 ed.). Pearson. American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required

- D2L (in MyLeo)
- Microsoft Office

Access at: Student Instructions to Sign Up Free for Microsoft Office

Optional Texts and/or Materials

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam. Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. To purchase access: <https://swes.net/allproducts/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

COURSE DESCRIPTION

This practice course provides students with the theories and skills needed for the direct supervision of direct-practice essential workers, as well as middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration, as well as the critical skills needed to perform these functions. Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess students' practice-based competencies. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values, and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional 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.	Transformative Leadership tools for Social Work	Values Cognitive/Affective Processes
Use technology ethically and appropriately to facilitate advanced practice outcomes in urban and rural settings.	Transformative Leadership Skill Building	Knowledge Skills
Actively participate in professional social work organizations/associations aimed at practice within urban and rural communities.	Transformative Leadership Skill Building	Cognitive/Affective Processes
Competency 2: Students will engage in diversity and difference in practice.		

	Activity/Assessment	Dimension
Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within urban and rural settings.	Agency Needs Identification	Knowledge Skills Values
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
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.	Agency Needs Identification	Skills Values
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.	Grant Proposal	Knowledge, Skills Values Cognitive/affective Processes
Competency 9: Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods to evaluate outcomes, whether primarily in a rural or urban environment or at the intersection of the two.	Transformative Leadership Skill Building	Knowledge, Skills Values Cognitive/affective Processes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluating outcomes for clients in urban and rural settings and the intersection of both.	Transformative Leadership Skill Building	Knowledge, Skills Values Cognitive/affective Processes
Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.	Transformative Leadership Skill Building	Knowledge, Skills Values Cognitive/affective Processes

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	Activity/Assessment	Dimension
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across rural and urban landscapes and at the intersection of the two.	Transformative Leadership Skill Building	Knowledge, Skills Values Cognitive/affective Processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management System (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Assignments are designed to help graduate social work students explore how AI can support ethical, strategic leadership in social service agencies. Students will analyze real-world challenges, simulate AI-supported decision-making, and reflect on their growth as leaders.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhere to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.

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5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible—completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation for the course grade is according to the following formula:

Assessments	Value
Landscape analysis	25 points
AI Simulation and Strategy	25 points
AI Reflection	15 points
Ethical Reflection	15 points
Leadership Growth	10 points
Writing Quality and Format	10 points
AI: Transformative Leadership	= 100 points
Agency Needs Identification	10 points
Needs Statement	10 points

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Evidence Based Research	20 points
Goals and Objectives	10 points
Implementation Plan	10 points
Budget Narrative	10 points
Evaluation Plan	10 points
Sustainability Plan	10 points
Appendices and References	10 points
AI Enhanced Strategic Grant Proposal	= 100 points
TOTAL	= 200 points

ASSESSMENTS

Assignment Components

PART I: LANDSCAPE ANALYSIS
Choose one major challenge facing social work leaders today (such as funding, policy shifts, staffing issues, ethical and legal challenges in practice)
Write a 2–3-page summary of current trends, data and stakeholder perspectives using AI-assisted research (document according to APA guidelines)
PART II: AI Simulation and Strategy
Use an AI assistant to brainstorm leadership responses to your chosen challenge
Using AI create a mock leadership product (e.g. memo, strategic plan excerpt, suggested grant proposal)
Write a 1-page reflection on how AI shaped your thinking
PART III: Ethical Reflection
Explore how use of AI aligns (or does not align) with Social Work Values
Write a 1–2-page reflection addressing risks, safeguards and ethical considerations
PART IV: LEADERSHP GROWTH PLAN
Create a one-page roadmap of goals and strategies for your personal development plan for building tech-integrated leadership skills

Submission Format

Submit the assignment as a single Word or PDF Document, following APA formatting guidelines and citations where applicable.

Sample AI Prompts by Challenge Area

Challenge Area

Sample Prompts

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Challenge Area	Sample Prompts
Funding Constraints	"Write a grant excerpt framing your agency's funding needs."
Policy & Ethics	"Simulate a response to a policy restricting gender-affirming care."
Technology Integration	"Design a training outline for staff adoption of AI tools."
Demographic Shifts	"Create a strategic plan for expanding elder care services."
Equity & Representation	"Write a leadership statement affirming pay equity."

Mock AI Interaction Example

Prompt:

"Draft a leadership memo addressing staff burnout and proposing a trauma-informed support initiative."

AI Response (Excerpt):

To: All Staff
Subject: Supporting Our Team Through Burnout and Renewal

Over the past few months, many of you have shared feelings of exhaustion and emotional strain. Your well-being matters deeply.

We are launching a trauma-informed support initiative including:

- Weekly peer support circles
- Optional wellness check-ins
- Flexible scheduling pilot

This reflects our values of dignity, equity, and compassion. Thank you for your continued dedication.

Reflection Questions

1. What leadership qualities were emphasized in your AI-generated response?
2. Did the AI tool offer any strategies you hadn't considered?
3. How did the AI tool used to reflect (or fail to reflect) social work values?
4. What ethical considerations would you address before implementing the ideas?

Grading Rubric (Total: 100 points)

Criteria	Excellent (A)	Good (B)	Fair (C)	Needs Work (D/F)
Landscape Analysis (25 pts)	Thorough, well-researched, insightful	Solid research, some depth	Basic overview, limited insight	Incomplete or unclear
AI Simulation & Product (25 pts)	Creative, relevant, well-structured	Clear and appropriate	Some relevance, lacks polish	Off-topic or poorly executed

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AI Reflection (15 pts)	Deep analysis of AI's impact	Thoughtful, some depth	Surface-level reflection	Minimal or missing
Ethical Reflection (15 pts)	Nuanced, values-driven, critical	Addresses key issues	Basic ethical awareness	Lacks clarity or depth
Leadership Growth Plan (10 pts)	Clear goals, actionable steps	Reasonable plan	Vague or generic	Missing or unclear
Writing Quality & Format (10 pts)	Professional, well-organized	Minor errors	Several issues	Poorly written or formatted

AI Enhanced Strategic Grant Proposal

Assignment Paper

Agency/Institution to Benefit from the Grant Proposal Project

Provide a detailed description of the agency or institution that will be the focus for the grant proposal. This description should extend beyond what is found on their website and include sufficient information about the agency's history, mission, populations served, budget expenditures, services provided, etc.

**** Use AI to brainstorm needs, gaps, and potential funders. Include your prompts and transcript.**

Needs Statement

A needs statement in a grant proposal clearly identifies a significant problem or gap in a community, explaining who is affected, why it's a problem, and how your proposed project will address it. It serves as the foundation of the proposal, convincing funders that there is a real, urgent need for your project by providing compelling evidence and demonstrating a clear connection between the problem and the funder's mission.

Two-part process:

1. Submit a rough paragraph (e.g., needs statement).
2. After you have drafted your needs statement – use AI to revise it for clarity, tone, and funder alignment.

Evidence-based research to support the proposed project

Locate at least 5 peer-reviewed published studies that will provide “evidence” to support your proposed project. Use an AI tool (Co-pilot; Elicit; ChatGPT) to identify three recurring themes and one research gap in the selected articles.

Two-part process:

1. Identify at least 5 published studies supporting the proposed project for the population/community

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2. Use an AI tool to identify three recurring themes in the studies and one gap.
3. Write a summary paragraph based on the information provided and then ask AI to refine it for clarity and academic tone (*to be included in the grand proposal)
4. Write a reflection paragraph on the use of AI – what changed from your original draft to the final summary paragraph?
5. Submit the final summary paragraph, AI tool used, prompts, and transcript.

Goals and Objectives

Your goals should be SMART (specific, measurable, achievable, relevant and time-bound). These are the areas that will be evaluated under your evaluation plan. When goals are written as SMART goals, a budget and an evaluation plan are easier to develop.

Implementation Plan

If/When funding is received, what steps will be taken to implement the proposed project? Include timeframes, activities, who is responsible for each of the steps and oversight, and the objective for each step of the plan.

Budget Narrative

Your budget narrative should explain and justify each budget item by detailing costs, linking them to project objectives, and demonstrating how each expense directly contributes to project success and deliverables. It should include specifics such as salaries, materials, travel, and contractual services, explaining the "why" and "how" for each line item to demonstrate transparency, accuracy, and the project's overall financial viability.

Evaluation Plan

Your evaluation plan should include a logic model, detailed process and outcome measures, a data collection strategy, an analysis plan, and reporting methods. This serves as a blueprint for measuring the proposed program/project's effectiveness and demonstrates accountability to funders.

Two-step process:

1. Using your goals and objectives, draft your own evaluation plan.
2. Input your goals and objectives into an AI tool using the following prompt:
 - a. "I've developed the following SMART goals for a project initiative [insert SMART goals]. Based on this, help me design a program evaluation plan that includes measurable indicators, data collection methods, timelines, and strategies for assessing success. Please align the evaluation with the goals and suggest how I can report findings to stakeholders.

- b. Objectively review what AI has provided you. Is it appropriate? Does it need to be redone? Tweaked? This is where YOUR critical thinking and problem solving must come into play
- c. Submit your transcript with AI and the final draft of your evaluation plan which will be included in the grant proposal.

Sustainability Plan

Provide a brief description as to how this proposed project/program will be sustained once the grant funding has been exhausted. This is a key component that funders look for and assess the prospect of continuing a program/project WITHOUT continued funding from the current proposed funder.

Appendices

Appendix A: Collaborative Agreement between student/team and beneficiary institution

Appendix B: Itemized Budget

Appendix C: Misc. Documents

References

(be sure to include AI tools and use – referenced according to APA)

Rubric

AI Enhanced Strategic Grant Proposal

Students: _____

Beneficiary Institution: _____

Funding Institution: _____

Type: __ Federal __ State __ County __ Local __ Foundation __ Other

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
		1-6 pts	7-8 pts	9-10
<u>Agency/Institution identified as proposed recipient of Grant activity</u>				
<u>Identify the funding source (the RFP) and provide descriptive information about the proposed funding source.</u>				

<u>Needs Statement:</u> Include a summary of how the proposed project will address the identified need. (e.g. “close the loop” by identifying the need, then how your project that will be funded through the RFP will address the need)				
<u>Support the project with evidence-based research.</u> Locate at least 5 peer-reviewed, published studies that provide evidence for your proposed project.				
<u>Goals and Objectives</u>				
<u>Implementation Plan</u>				
<u>Budget Narrative</u>				
<u>Evaluation Plan</u>				
<u>Sustainability Plan</u>				
<u>Appendices</u>				
Reflects graduate-level writing, APA formatting followed for text and citations, references included (current and relevant)				
TOTAL				
A (reflects graduate level work)	90-100			
B (satisfactory)	80-89			
C (below graduate level expectations)	70-79			
Below C -did not meet expectations.	Less than 70 pts			

The syllabus/schedule are subject to change.

Due Date Policy

Late work will have an automatic 15-point deduction. All work must be completed by the last day of class.

Course Outline/Calendar		
<u>Weeks</u>	<u>Topics and Materials</u>	<u>Assignment Due Dates</u>
<u>Week 1</u> <u>Aug 26</u>	Intro to the Course: Description, Objectives, Structure, Policies, Assignments & Schedule	
<u>Week 2</u> <u>Sept 2</u>	Topic: Differences between Administration, Management, Supervision, and Clinical Supervision & Management Theories Distribution of Group Assignments for the Grant Writing and Program Development: Group Project	<u>Class gathering</u> every other week and last (2) class meetings. *** See Announcements for Zoom Information
<u>Week 3</u> <u>Sept 9</u>	Topic: Understanding the Organization & Using Structure to Facilitate and Support Achievement of the Agency's Mission	
<u>Week 4</u> <u>Sept 16</u>	Topic: Grant-writing and Sources of Funding	<u>Class Gathering</u> <u>Landscape Due</u> <u>Sept 20@ 11:59 pm</u>

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<u>Week 5</u> <u>Sept 23</u>	Topic: Job Analysis and Job Design	AI Simulation & Product Due – Sept 27@ 11:59pm
<u>Week 6</u> <u>Sep 30</u>	Topic: Maximizing Employee Potential and Excellence through Training and Development & Motivation and Rewards Systems	<u>Class Gathering</u> <u>Identify Institution</u> <u>Due – Oct 4 @ 11:59 pm</u>
<u>Week 7</u> <u>Oct 7</u>	Topics: Supervision, Performance Appraisal, and Termination	<u>Needs Statement -</u> <u>Due – Oct 11 @ 11:59 pm</u>
<u>Week 8</u> <u>Oct 14</u>	Topic: Budget, Revenues, and Resource Allocation	<u>AI Reflection Due – Oct 18 @ 11:59 pm</u> <u>Class Gathering</u>
<u>Week 9</u> <u>Oct 21</u>	Topic: Using Data and Information to Achieve Excellence	<u>Evidence-Based Research Due – Oct 25 @ 11:59 pm</u>
<u>Week 10</u> <u>Oct 28</u>	Topic: Monitoring and Evaluating Organizational Effectiveness	<u>Class Gathering</u> <u>Ethical Reflection</u> <u>Due – Nov 01 @11:59pm</u>
<u>Week 11</u> <u>Nov 4</u>		<u>Evaluation Plan Due – Nov. 08 @11:59pm</u>

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<u>Week 12</u> <u>Nov 11</u>	Overview of Expected Project	<u>Class Gathering</u> <u>Leadership Growth</u> <u>Plan Due – Nov 15</u> <u>@11:59pm</u>
<u>Week 13</u> <u>Nov 18</u>	Discussions of Agency Grant Proposals	<u>Class Gathering –</u> <u>Writing Quality &</u> <u>Format Due – Nov</u> <u>22 @ 11:59pm</u> <u>Complete Grant</u> <u>Proposal Due – Nov</u> <u>22 @ 11:59 pm</u>
<u>Week 14</u> <u>Nov 25</u>	THANKSGIVING RECESS November 23-27 NO CLASS	
<u>Week 15</u> <u>Dec 2</u>	Make-up	NO CLASS
<u>Week 16</u> <u>Dec 4</u>	<u>Last Day of School</u>	

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

The syllabus/schedule are subject to change.

Zoom Video Conferencing Tool https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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

Note: Personal computer or internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup method to handle these inevitable problems. These methods might include having a backup PC at home or work, temporarily using a computer at a friend's home, at the local library, at office service companies, at Starbucks, or at a TAMUC campus open computer lab.

COMMUNICATION AND SUPPORT

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

TECHNICAL SUPPORT

If you are experiencing technical difficulties with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

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

TECHNOLOGY-RELATED ISSUES

Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup method to handle these inevitable problems. These methods might include having a backup PC at home or work, temporarily using a computer at a friend's home, the local library, office service companies, Starbucks, or an ETAMU campus open computer lab.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need a reliable computer and internet access for this course. Students must be able to use myLeo email, myLeo Online D2L, and Microsoft Office effectively.

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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 experiencing technical difficulties with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options are available on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

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

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY PROCEDURES/POLICIES

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate the instructor's modification of 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 on interacting with students in an online forum.

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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

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 academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software for individual assignments or for the entire course entirely. 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 reasonable accommodations for their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

NONDISCRIMINATION NOTICE

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

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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 have a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

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

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

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

MENTAL HEALTH AND WELL-BEING

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



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information and resources related to physical and mental well-being, as well as offers preventive measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#).

DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

School of Music Mission Statement:

The School of Music at East Texas A&M University promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

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