



TEXAS A&M UNIVERSITY

COMMERCE

Bachelor of Social Work (BSW) Student Handbook

TABLE OF CONTENTS

Bachelor of Social Work (BSW) Student Handbook	1
WELCOME LETTER	1
ABOUT THIS HANDBOOK	2
TEXAS A&M UNIVERSITY-COMMERCE	3
Our History	3
Our Vision	3
Our Mission	3
REGULATORY INSTITUTIONS	4
Education	4
Council on Social Work Education (CSWE)	4
Accreditation	4
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	4
Profession	5
Texas State Board of Social Work Examiners	5
Licensure	5
Exam Pre-approval	5
National Association of Social Workers (NASW)	5
SCHOOL OF SOCIAL WORK	6
History	6
Values and Principles	6
BACHELOR OF SOCIAL WORK (BSW) PROGRAM	7
Mission	7
Goals	7
Programs and Curriculum	7
Bachelor of Social Work	7
Competencies and Behaviors	7
Curriculum	10
Social Work Elective	10
SWK 361 - 3 Credits - Issues in Family Treatment	11
SWK 362 - 3 Credits - Child Welfare	11
SWK 492 - 3 Credits - Study Abroad	11
SWK 497 - 3 Credits - Special Topics	11
Field Instruction I	11
Field Instruction II	11
BSW Comprehensive Exam	11
Social Welfare Minor	11

Curriculum	12
ADMISSION TO THE BSW PROGRAM	13
BSW Admission Evaluation	13
Admission to TAMU-C	13
BSW Program Application	13
BSW Program Admission Evaluation	14
Transfer of Credits	14
Admission Notification	14
ACADEMIC AND PROFESSIONAL ADVISING	15
Academic Advising	15
Professional Advising	15
ACADEMIC & PROFESSIONAL PERFORMANCE	16
Academic Performance	16
Course Work	16
Student Appeals of Instructor Evaluation (Academic Grievance)	16
Procedure for Student Complaint and Grievance Policy	16
Incomplete	17
Comprehensive Exam	17
Procedure on Confidentiality of Student Academic Records and Test Scores	17
Email Communication	17
Professional Performance	18
Department Student Code of Conduct	18
National Association of Social Work Code of Ethics	19
University Code of Conduct	19
Academic Integrity	19
Use of Artificial Intelligence	19
TERMINATION	20
Professional Issues Committee (API)	20
Academic Performance	20
Academic Dishonesty	21
Professional Behavior	22
STUDENT RIGHTS & OPPORTUNITIES TO PARTICIPATE IN DECISION MAKING	24
Student Government Association (SGA)	24
Departmental Committees	24
Advisory Board	24
Town Hall Meetings	24
Department Head Communication	25
Mid-term Course Assessments	25
End of Semester Course Evaluations	25
STUDENT ORGANIZATION OPPORTUNITIES	26
The Advocates at A&M	26

Phi Alpha Honor Society	26
Eligibility	26
SCHOLARSHIPS	28
Title IV-E	28
Study Abroad Scholarships	28
Amy Mallett Social Work Endowment	28
Brenda Moore School of Social Work Scholarship Endowment	28
Namseoul Bridge Builder Scholarship	28
STUDENT SUPPORT SERVICES	29
Academic Support Services	29
Student Disability Services	29
Other Academic Support Services	29
Social, Emotional and Mental Health	30
Title IX	30
Counseling Center	30
Student Advocacy & Support Services	30
Technical Support	31
DEPARTMENT OF SOCIAL WORK DIRECTORY	32
Faculty and Staff	32



WELCOME LETTER

Dear Students,

Welcome to the Bachelor of Social Work Program at Texas A&M University-Commerce!

I am delighted to extend a warm welcome to each of you as you embark on this exciting journey in the field of social work. Your decision to pursue a degree in social work reflects your dedication to making a positive difference in the lives of individuals, families, and communities, and we are thrilled to have you join our program.

Throughout your time in the Bachelor of Social Work Program, you will have the opportunity to engage in coursework and field experiences that will equip you with the knowledge and skills needed to thrive in the social work profession. Our faculty members provide you with a supportive and enriching learning environment, where you will be challenged to think critically, act ethically, and advocate for social justice.

As social workers, you will play a vital role in addressing some of the most pressing issues facing our society, from poverty and inequality to mental health and substance abuse. The Bachelor of Social Work Program at Texas A&M University-Commerce is dedicated to preparing you to meet these challenges head-on, while also fostering a sense of compassion, empathy, and cultural humility.

I encourage you to take full advantage of the resources available to you, both within our department and across the university. Whether you need academic support or career guidance, we are here to help you succeed.

Once again, welcome to the Bachelor of Social Work Program at Texas A&M University-Commerce. We are honored to have you join our program, and we look forward to supporting you on your journey to becoming skilled social work professionals.

Sincerely,

Marcella Smith

Marcella Smith, PhD, MSW
Department Head
School of Social Work
Texas A&M University-Commerce

ABOUT THIS HANDBOOK

This handbook is the major reference guide to the Texas A&M University-Commerce's (TAMU-C) Bachelor of Social Work (BSW) program. This resource is intended as a supplement to the [Undergraduate Catalog](#) including the program's curriculum and the [TAMU-C's student rules and responsibilities](#) and related policies governing our undergraduate degree and the social welfare minor. It is important for BSW students to be aware of and understand the policies and procedures at the School of Social Work and the University. The BSW student handbook, together with the [School of Social Work](#) website provides students with a comprehensive guide to thrive during their undergraduate studies.

Students are encouraged to contact the BSW Program Director that serves as the advisor should they have any questions. You are viewing the current 2023-24 edition of this handbook. You can download or print a PDF copy from the [BSW Student Handbook 2023-2024](#).

Note: The [BSW Field Education Manual](#) serves as the policy and procedure document for TAMU-C's School of Social Work Field Practicum Program. The information contained is appropriate for all BSW students across all TAMU-C campuses.

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 diverse 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.

REGULATORY INSTITUTIONS

Education

Council on Social Work Education (CSWE)

Founded in 1952, the [Council on Social Work Education \(CSWE\)](#) is the national association representing social work education in the United States. Its members include over 800 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

Accreditation

Both the BSW and MSW programs are fully accredited by The Council on Social Work Education. The BSW was fully accredited in 1978 and the MSW program was accredited in 2001. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation (CHEA), the CSWE Office of Social Work Accreditation (ASWA) administers a multistep accreditation process that involves program self-studies, site visits and COA review.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

[The Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)

is the body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices primarily among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and certain other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees.

The mission of the SACSCOC is to assure educational quality and improve the effectiveness of its member institutions. To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

Profession

Texas State Board of Social Work Examiners

The Texas State Board of Social Work Examiners (TSBSWE) is a part of the Council. The Texas Behavioral Health Executive Council (“Council”) was created by the 86th Legislature in 2019 following consecutive reviews of its member boards by the Sunset Advisory Commission. The Council plays a central role in regulating behavioral health services and social work practices in the state of Texas.

The Texas State Board of Social Work Examiners licenses and regulates Social Workers in Texas. To know more about the Social Workers including licensing requirements and FAQs about the practice of social work in Texas, visit

<https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html>.

Licensure

The Texas Behavioral Health Executive Council (BHEC) sets the standards for social work licensure and practice. It offers three levels of social work licensure: LBSW, LMSW, and LCSW.

If you have an LBSW or an LMSW, you can practice generalist social work at the macro and mezzo levels. You need an LCSW to practice clinical social work at the micro level, which includes the diagnosis and treatment of mental health conditions. The BHEC requires you to pass the Association of Social Work Boards (ASWB) exam and complete your degree before you apply for your license.

Exam Pre-approval

Exam preapproval is the first step in applying for licensure to the Texas Behavioral Health Executive Council. ASWB will verify the eligibility of the students to take the exam. This exam preapproval process does not completely replace the application for licensure to the Texas Behavioral Health Executive Council, but ASWB will verify a student's eligibility to take the exam. After graduation and final grades are posted, students are required to contact the TAMU-C Registrar to request a certified electronic transcript directly to [ASWB](#).

National Association of Social Workers (NASW)

The [National Association of Social Workers \(NASW\)](#) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies.

The [NASW Code of Ethics](#) is a set of standards that guide the professional conduct of social workers. All social workers should abide by this Code of Ethics, including TAMU-C social work students according to the School of Social Work's [Student Conduct](#) policy.

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. In 2012, TAMU-C's administration granted the Department of Social Work the status of School of Social Work. The MSW Program has been offered fully online since 2018. The BSW cohorts meet at the Commerce and Dallas Campus. These programs were previously offered at Mesquite, Pittsburg, Mckinney and Frisco Texas.

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

The School of Social Work at TAMU-C embraces diversity and does not discriminate based on race, creed, national origin, age, disability status, sexual orientation or gender identity.

BACHELOR OF SOCIAL WORK (BSW) PROGRAM

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

Programs and Curriculum

Bachelor of Social Work

The Bachelor of Social Work major 60 semester hours, 54 semester hours of which are in social work. The remainder are supporting disciplines of psychology and sociology. A second major or a minor is not required for social work majors. The professional foundation in social work education is built on a liberal arts perspective. Students will be expected to have finished most Core Curriculum requirements coursework before admission to the Social Work Program. To ensure that the knowledge, skills, and values necessary for beginning generalist social work practice are acquired and integrated by the student in an orderly progression, the curriculum is carefully sequenced.

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.

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 <i>(Prerequisite)</i>	SWK 2362 Social Welfare: Legislation, Programs, and Services <i>(Prerequisite)</i>
SWK 2389 Academic Cooperative <i>(Prerequisite)</i>	MATH 1342 Elementary Statistical Methods <i>(Prerequisite)</i>
SOC 1306 GLB/US-Social Problems <i>(Prerequisite)</i>	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)	

Social Work Elective

A three (3) credit hours elective course in Social Work is required for the BSW Program. Transfer Students may fulfill the elective requirement with a course approved by the BSW Program Director when enrolling.

SWK 361 - 3 Credits - Issues in Family Treatment

This elective course is designed to enable students to understand the theories and processes of helping families. Information is provided on diverse family structures and work with families facing divorce, death, domestic violence, and other social problems.

SWK 362 - 3 Credits - Child Welfare

This elective course introduces the student to the practice field of child welfare. Topics include child protection laws and their enforcement, and problems of family and parent functioning that impinge on children's well-being and the policies and services that relate to these problems.

SWK 492 - 3 Credits - Study Abroad

This course explores the evolution and current development of social work practice in other countries through building knowledge links between political processes, economic constraints and the actual implementation of public policies. The focus will include how modern and evolving bureaucracies along with cultural and institutional frameworks of a given political system dictate the ways in which governments work and interact with the public/private sector.

SWK 497 - 3 Credits - Special Topics

Special Topics. Organized class. May be repeated when topics vary.

Field Instruction I

Students must be concurrently enrolled in SWK 422 Integration of Practice and SWK 425 Field Practicum I during the first semester of their field practicum.

Field Instruction II

During the second field practicum semester, students will concurrently enroll in SWK 424 Generalist Practice in the Field and SWK 426 Field Practicum II.

BSW Comprehensive Exam

A comprehensive final exam administered at the end of the course SWK 424 Generalist Practice in the Field to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam. The Comprehensive Exam equates to 50% of your overall grade for the course. Students may access the resources to prepare for the BSW Comprehensive Exam digitally at [Mometrix eLibrary](#).

Social Welfare Minor

A minor in social welfare is a good choice for persons majoring in related disciplines who may wish to work in health or human services settings. Applicants interested to pursue the social

welfare need to declare it as a minor. Following this, students are required to register for the required classes (6 courses) to complete 18 semester hours. The social welfare minor does not qualify a person to practice social work, or become licensed as a social worker.

Curriculum

Social Welfare Minor (Hybrid) 18 Credit Hours	
Required courses in the minor (15 Credit Hours)	
SWK 2361 Introduction to Social Work	SWK 2362 Social Welfare: Legislation, Programs, and Services
SWK 2389 Academic Cooperative	SWK 322 Human Behavior and the Social Environment
SWK 328 Social Welfare Policy and Services	
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

ADMISSION TO THE BSW PROGRAM

BSW Admission Evaluation

BSW Program candidates are juniors accepted as incoming or transfer students at TAMU-C. Candidates must have a campus wide ID (CWID) number assigned and completed or enrolled in the prerequisite core courses to apply to the BSW Program: SWK 2361, SWK 2362 and SWK 2389.

Admission to TAMU-C

Potential students must apply to TAMU-C through [Apply Texas](#). A paper application for admission and other necessary forms may be obtained upon request from the Office of Undergraduate Admissions or may be filed electronically at <http://www.tamuc.edu/apply/>.

All applicants for admission who have passed fewer than 12 semester hours of transferable academic work are encouraged to submit scores from either the American College Test (ACT) or the College Entrance Examination Board Scholastic Aptitude Test (SAT). The applicant must also submit a high school or college transcript in case of transferring from another higher ed institution. Transferred coursework will be reviewed for applicability to the degree program. For detailed information on undergraduate admission policy, [visit](#).

BSW Program Application

Students apply to the School of Social Work during the Spring semester of their sophomore year to pursue a major in Social Work. Applicants must be enrolled in the following core courses: SWK 2361, SWK 2362 or SWK 2389 have successfully passed with a C or higher before they register in the program after admission. Thus, these courses must be completed by the first day of class of their first Junior semester. Students transferring these courses from other schools must submit official transcripts with passing grades before enrolling or within the first 3 days of the semester in the upper division (300 or 400 level) social work classes.

Students applying to the BSW program must have completed the required 42-hour university core courses (English Composition; American History; American and Texas Government; Humanities; Science, including Human Biology; Math; and Intro to Psychology as the recommended Behavioral Science courses). A minimum of a grade of C is required for MATH 1342. A GPA of 2.5 or greater is required for admissions to the BSW Program.

Students who have not met all admissions criteria but are likely to be able to do so prior to entry into Field Practicum, may be admitted on a conditional basis, with a readiness plan.

BSW Program Admission Evaluation

The BSW Program administrator receives the electronic applications and completes phase 1 of the BSW Program Student Admission Review Form and routes the form to the BSW Director for review. The BSW Director completes phase 2 and refers qualifying applications to the Admission Committee. The administrator will give the Admission Committee members access to the applicant file, including the application, transcript, and references during the evaluation period.

The BSW Admissions Committee members, composed of two instructors, will review each [Application for Admission to the BSW Program](#) including a narrative statement of their interest in Social Work, estimates of grades of current courses, transcript, reference waiver and certification on abiding the the Departments Code of Conduct and three [references](#) (2 academic and 1 character) within 5 business days. Each member will evaluate each application individually in the BSW Applicant Admission Rating Form. If the evaluations are incongruent a third reviewer will evaluate the application. The BSW administrator will upload each evaluation to the applicant's file.

Transfer of Credits

The transcript analyst in the Registrar's Office assesses the course equivalency of core courses to be transferred from another institution before the Admission's Committee evaluates the application. The BSW Director will assess the equivalency of prerequisite courses and any other upper level social work course intended to be transferred prior to admission decision. The School of Social Work does not accept the transfer of Field Education and practice courses or substitute life or previous work experiences for Social Work course credit hours.

Admission Notification

The BSW Director will complete phase 3 of the BSW Program Student Admission Review Form with the Admissions Committee evaluations, including requisites pending and determination of the application. The director will document if the applicant is accepted, accepted conditionally or denied to the BSW Program.

Then, the BSW director emails the corresponding letter to the applicant indicating the result of the evaluation. Students accepted into the program will receive the letter including: contingent conditions if any, information regarding permits for registering and preliminary degree plan, schedule for the BSW Assembly and Student resources required to succeed in the program. Students not admitted will be advised on whether to take remedial action or to select another program or major. The BSW coordinator follows-up with the registration process of the students admitted into the program.

ACADEMIC AND PROFESSIONAL ADVISING

Academic Advising

The BSW Program Director is responsible for providing academic advising to all the students in the program. All students admitted to the BSW Program are initially advised on academic and professional matters at the BSW Orientation for incoming students. The orientation includes: contact information, degree plan, course registration, good academic standing, graduation requirements, academic dishonesty policy, financial aid resources, student disability and other support services available to them. The attendance sheet to this mandatory event serves as acknowledgement of receiving all the onboarding information to the program.

The BSW Program Director completes a [Degree Plan](#) (student's academic roadmap detailing course sequencing, semester-by-semester including semesters for field enrollment) for each student and meets individually to discuss the corresponding plan. The students acknowledge receiving a copy of the plan by signing the document digitally. Post registration advising is offered to BSW students every semester. The Program Director may offer individual advisement to students coming in with conditional admission and struggling academically more frequently. Students needing to amend the degree plan must meet with the Program Director to formalize the needed changes.

The BSW Field Education Director collaborates with the BSW Program Director in advising. As part of the field placement process the Field Education director and a faculty member, interview the students to coach them on interview skills. During that session, the Field Education Director and faculty member offer potential field placements based on the students interest.

The BSW Field Education Director offers a field orientation to students entering at the end of the semester prior to the semester start date. This mandatory orientation includes: an overview of the Field Manual including practicum timeframes, contact hour management, safety policy and procedures, Title IX, professional expectations, documentation, schedule and objectives of Field Instruction Courses within others. Former Field Instructors are invited to the orientation for students to network with them. In addition, the students will watch an orientation video on: the use of TK20, contact hours, field placement requirements, finding a field placement, other frequently asked questions including - what happens if i am fired, employment at field placement, remote field activity, change of field placement. Field Liaison contributes reinforcing the students' responsibilities throughout the semester.

Professional Advising

The BSW Program and Field Education Directors are responsible for providing professional advisement and activities with the collaboration of Field Liaisons to prepare students for the professional arena. BSW licensing, professional behavior, ethical dilemmas, self-care, searching for employment, and areas of practice are some of the workshops offered through Field Instruction courses. Both directors and course instructors also advise or mentor students on professional matters upon request.

ACADEMIC & PROFESSIONAL PERFORMANCE

Academic Performance

All BSW students receive information regarding academic performance standards during the orientation prior to registration. To remain in good standing, social work students maintain an overall GPA of 2.5 on a 4.0 scale. Students must obtain a minimum of a C (2.5) in the field practicum to pass. If obtaining a C or lower, students must repeat the field practicum. All other course grade of C or above will be considered towards completion of the BSW degree. To graduate with a BSW, students must complete all course work averaging 2.5 or above.

A student who fails to meet or maintain the 2.5 GPA requirements shall be placed on probation or suspension from the BSW program according to the Texas A&M University-Commerce Undergraduate Catalog. Refer to the [Undergraduate Academic Probation, Retention, and Suspension policy 13.99.99.R0.41](#) for further details.

Course Work

The required academic performance criteria are listed in the syllabi. Each course syllabus contains explicit criteria for evaluating student performance and assigning grades. In the syllabi, assignments and examinations are described and assigned a value. All major assignments have a grading rubric to assess students' performance.

Student Appeals of Instructor Evaluation (Academic Grievance)

The final grades awarded by instructors are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and/or unannounced departure from previously articulated standards or the syllabus. Students may not use this process to appeal grades for individual assignments.

The [Student Appeal of Instructor Evaluation 13.99.99.R0.05](#) procedure outlines the final grade appeal process to be initiated by students challenging their final grades. The procedures for Directors and Associate Directors apply to schools that do not have the Dean and/or Department Head reporting structure.

Procedure for Student Complaint and Grievance Policy

1. The student shall discuss it with the faculty member in question within 10 business days following the beginning of the next regular semester.
2. If the complaint remains unresolved or if the student is not satisfied with the outcome of this meeting, the student shall file a written appeal to the Department Head with supporting documents within 10 business days.
3. In all levels of this process, it is the students' responsibility to demonstrate evidence of unfair academic evaluation.

4. The Department Head notifies the instructor of the appeal within 10 days of receiving it and shall determine the appropriate course of action.
5. The Department Head will issue a decision in writing to the student and the instructor within 20 business days of the filing of the appeal.
6. The student may submit a written appeal of the Department Head's decision to the Dean of the College in which the course is offered within 10 business days of the decision. See [Student Appeal of Instructor Evaluation 13.99.99.R0.05](#) for detailed procedure.

Incomplete

An [incomplete](#) can be given to a student in alignment with [university policy](#). Students with a passing grade in a course experiencing extreme personal circumstances may be considered for an incomplete in the course with the approval of the instructor. The student must request the incomplete by email as soon as the precipitating event occurs. The Faculty will post the grade of incomplete (X) and submit a [Plan for Completion](#) signed by the student to the Department Head. The grade of X must be removed within a year.

Comprehensive Exam

The Student will take the BSW Comprehensive Exam administered at the end of the course SWK 424 Generalist Practice. The Comprehensive Exam equates to 50% of the overall grade for the course.

Procedure on Confidentiality of Student Academic Records and Test Scores

Texas A&M University-Commerce acknowledges that maintenance of student academic records has become a major concern in all institutions of higher education. Procedure [13.99.99.R0.02](#) provides guidance for compliance with The Family Education Rights and Privacy Act (FERPA). Students have the primary right to inspect and review educational records and the right to request that a school correct educational records which they believe to be inaccurate or misleading.

Students requesting transcripts of their academic records from the Registrar's Office must present proper identification before the transcript can be released. Transcripts may be requested by mail, fax, or online form, but **may not be requested by email**. Transcripts are mailed by the Registrar's Office only on written authorization from the individual.

Email Communication

Electronic mail is the [official means of communication](#) for all students (@leomail.tamuc.edu), faculty and staff (@tamuc.edu). The student email address will remain active throughout their academic career at this institution. Students are

encouraged to monitor the official email daily. Students should avoid sending course assignments to faculty email unless otherwise advised.

The confidentiality of email cannot be guaranteed, as access may compromise confidentiality due to applicable laws or policies, unintended redistribution, or inadequate technologies. Therefore, extreme caution should be exercised when using email for confidential or sensitive matters, as it may not be private or confidential.

Examples of such information include, but are not limited to: driver's license numbers, credit card numbers, social security numbers, grades, academic history, medical information, criminal history, and financial details other than gross pay.

Professional Performance

Professional Performance constitutes competencies in skills associated with the social work profession, citizenship in and out of the classroom, adherence to the Department Code of Conduct composed of TAMU-C Student Code of Conduct and National Association of Social Workers Code of Ethics. The Department Code of Conduct is reflective of professional and academic expectations. While poor professional performance is reflected in academic standing and comes to fruition through inability to maintain good standing academically, students may have strong academic skills without demonstrating professional behaviors expected of emerging social workers.

Students are expected to demonstrate maturity and utilize good communication and problem solving-skills when encountering challenges in the classroom or field placement. A student who does not demonstrate appropriate behaviors will not be appropriate for social work practice in the social work profession. Students who violate these Codes will be referred to the Academic and Professional Issues Committee.

All incoming students are required to take the Sexual Violence Prevention Training resulting in a hold in their account for non-compliance. Students must also sign an acknowledgement form indicating they read and agree to abide by the *NASW Code of Ethics* and the Student Code of Conduct as they are accepted in the program. Students are advised on the expected professional behaviors in the program, classroom and [field practicum](#). Every syllabi details information on course engagement, Department Code of Conduct *and policy on academic Integrity*.

Department Student Code of Conduct

Social Work students are expected to adhere to ethical and professional standards. Compliance with the profession's ethical guidelines is crucial for maintaining public trust. Therefore, it is essential for students to demonstrate competency and ethical conduct in both academic and practicum settings, aligning with the ethical principles of the profession. Student conduct is to reflect the tenets of TAMU-C's codes of conduct and integrity and the NASW Code of Ethics.

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](#).

University Code of Conduct

To become aware of university policies related to student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Academic Integrity

Undergraduate 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 Academic Dishonesty
 - Undergraduate Student Academic Dishonesty referral [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.

TERMINATION

Termination from the program is the last and most adverse action the School of Social Work can take. Besides not meeting academic expectations, termination may occur due to professional performance misconduct, in accordance with specific professional standards unique to the field of social work, beyond those outlined in TAMU-C's policies and procedures.

Students may be terminated from the BSW Program due to not meeting the academic expectation to successfully complete the program and for engaging in ethical or professional misconduct that jeopardizes the well-being of self or others, including faculty, clients served, and/or agency personnel. Academic, professional or ethical performance cases will be referred to the School of Social Work's Professional Issues Committee (API).

Professional Issues Committee (API)

The School of Social Work's Academic and Professional Issues Committee (API) addresses academic and professional performance and ethical issues with students. The API hearing is the formal path of due process for a student in regards to the academic or professional concerns being addressed.

The student will be referred to the [School of Social Work's Academic and Professional Issues Committee \(API\)](#) by faculty or faculty field liaisons when a concern arises regarding academic, student conduct and/or professional standards. 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 are described in the link above.

The School of Social Work also considers to rule probation, suspension, reinstatement or termination of a student following criteria outlined in the TAMU-C [Undergraduate Academic Probation, Suspension, Appeal, and Readmission policy](#), [Undergraduate Academic Dishonesty](#) and TAMUC's [Student Code of Conduct](#).

Academic Performance

BSW students must maintain a GPA of 2.5 although the university's policy indicates 2.0 for undergraduate students. However, the School of Social Work adheres to the procedure established in this policy.

- Undergraduate students' academic standing is determined by institutional grade point average (GPA). The Institutional GPA reflects only work completed at A&M-Commerce.
- Academic probation occurs when a student's institutional GPA falls below a 2.0. Students may be enrolled at the University while on academic probation, but limitations apply. Students on academic probation may not register themselves for courses, but

may only register with the assistance of an academic advisor. An Academic Recovery Plan is required. Students remain subject to these restrictions until such time as their institutional GPA rises to a 2.0 or higher. Students who complete a semester at or above a 2.0 institutional semester GPA while on probation are permitted continued enrollment on probation. This allows for the gradual improvement of GPA to academic good standing.

- Academic suspension ensues when a student already on academic probation fails to earn and/or maintain at least a 2.0 institutional semester GPA. Students on academic suspension are no longer eligible to be enrolled at the University. If already registered for the following semester, their course schedule will be dropped. Students on academic suspension are permitted to be readmitted after one calendar year. Students will have a mandatory advising hold on their record and must meet with their advisor to register for courses.
- Students on academic suspension may appeal that status. Appeals are heard at the conclusion of fall, spring and summer sessions only after grades are posted. A student whose academic standing changed from academic probation to academic suspension must appeal to the Dean of their college. Only Academic Deans, or if designated, an Associate or Assistant Dean, may hear academic suspension appeals. Suspension appeals may be heard only at the conclusion of long semesters (fall, spring) after grades have been posted.

Academic Dishonesty

Faculty and staff are required to promote and uphold student integrity and honesty by fostering an environment conducive to academic honesty. Academic dishonesty encompasses actions that breach widely accepted standards of academic integrity such as:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance, and has not been specifically approved in advance by the instructor.
- **Complicity:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
- **Abuse and Misuse of Access and Unauthorized Access:** Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise.
- **Fabrication:** Making up data or results, and recording or reporting them; submitting fabricated documents.
- **Falsification:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

- **Forgery:** Making a fictitious document, or altering an existing document, with the intent to deceive or gain advantage.
- **Multiple Submissions:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
- **Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Note: If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to document clearly who contributes what parts to the joint project, to know what group members are doing, and how they are acquiring the material they provide.
- **Rules on Research:** Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in 15.99.03.R1 Ethics in Research and Scholarship.
- **Violation of Departmental or College Rules:** Students may not violate any departmental or college rule relating to academic matters.

To hold students accountable for academic dishonesty, the School of Social Work follows the [Undergraduate Student Academic Dishonesty policy](#). Access this policy to review the levels of dishonesty charge, hearing and disciplinary appeals procedures.

Professional Behavior

To create and preserve a learning environment that optimizes teaching and learning, the School of Social Work expects students to conduct themselves at all times in a manner that does not disrupt teaching or learning. Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education according to TAMUC's disciplinary procedures and sanctions indicated in the [Student Code of Conduct](#).

The following conduct standards at the University are listed to provide students with general notice of prohibited behaviors. Violations of the following conduct standards can result in dismissal from the MSW program and the University.

- Abuse of the Student Conduct Process
- Alcohol
- Animal Cruelty
- Complicity
- Damage to Property
- Damage to Fire Safety Equipment
- Dating Violence
- Discrimination
- Disorderly Conduct/Disruptive Activity

- Domestic Violence
- Drugs
- Expressive Activity
- Failure to Comply
- False Information/Fraud/Misrepresentation
- Harassment (Harassment; Racial Harassment; Bias)
- Harm to Person(s)
- Hazing
- Misuse of Computing Resources
- Misuse of Keys/Access Cards
- Recurring Misconduct
- Retaliation
- Theft
- Unauthorized Presence In or Use of University Facilities
- Violation of Federal, State or Local Law
- Violation of University Policies
- Smoke, Vapor and Tobacco
- Weapons
- Sex-based Misconduct

STUDENT RIGHTS & OPPORTUNITIES TO PARTICIPATE IN DECISION MAKING

Social work students have the right and opportunity to participate and propose in the formulation and amendments of academic and student affairs policies through a variety of institutional and departmental forums.

Student Government Association (SGA)

The Student Government Association (SGA) of TAMU-C is the official student governing body of the institution. The charge of this body is to empower, enable, serve, and represent the needs and rights of all the students and the university community. It serves and represents all the students at the University level. Social Work students are encouraged to participate and assume leadership positions in the SGA.

Departmental Committees

Students have the right to participate in departmental committees regarding curriculum and multicultural competency development. The Department Head will email all BSW and MSW students about the opportunity to serve in the committees at the beginning of each academic year. Students interested in representing their peers must email the Department Head to be considered. A student from each program will be appointed to a one-academic year term.

Advisory Board

Students have the right to a representative in the Social Work Advisory Board. This advisory body is constituted by two faculty members who co-coordinate and facilitate the forums, the Department Head, a former student (alumni), community leaders, representatives from field agencies and field instructors, and a student representative from the BSW and MSW programs.

The Advisory Board meets in the Fall and Spring semesters with the goal to advise the School of Social Work on knowledge and skills students must develop to respond to the community and service organizations' trending needs, thus fostering a high standard of excellence to future social workers. Students interested in representing peers of their program must email their Program Director or Department Head.

Town Hall Meetings

The Department Head will convene two student town hall meetings every academic year. MSW students will participate in one of the forums electronically and the BSWs' face-to-face. Online access will be available for undergraduate students that cannot make it in person.

The president of TAMU-C calls the student body to attend town hall meetings throughout the year on policies, issues and unforeseen events that have or may impact them. All students may attend the forums to glean information and express concerns or make suggestions on the matter at hand.

Department Head Communication

BSW and MSW students will receive an email at the beginning of each semester from the Department Head informing of the open door policy. Students may visit in person, online or communicate via email to express concerns and recommendations related to schedules, course content, delivery of the curriculum, class dynamics and other relevant issues. Students are also encouraged to bring forth issues that impact their academic or professional performance and offer their feedback on how to better serve their needs to their faculty and Program Director.

Mid-term Course Assessments

Students have the opportunity to assess their courses at mid-term with the objective to confirm or suggest strategies that help them learn both in a face-to-face or online learning environment. Faculty will administer a survey in each course at mid-term and will make needed and viable adjustments to the remaining semester.

End of Semester Course Evaluations

Students have the right and responsibility in completing a course evaluation administered by TAMU-C. Students may use this vehicle to express the issues faced during the semester and present recommendations for the School, program or course. This evaluation is confidential and both the faculty and the Department Head have access to it several weeks after the grades are posted.

STUDENT ORGANIZATION OPPORTUNITIES

The Advocates at A&M

The Advocates at A&M seek to support and empower individuals on campus and within the community, enhancing their well-being by holding to the core values set forth by the NASW Code of Ethics. This will be accomplished by creating a voice for those who are vulnerable, oppressed, and living in poverty through education, advocacy, and community service.

The formal name of this organization shall be the Advocates at A&M, a subgroup of Bachelor of Social Work students within the Social Work department at Texas A&M University-Commerce. Henceforth, it will informally be referred to as the A-Team. The purpose of the A-Team is to advocate, support, and empower individuals within Texas A&M University-Commerce and serve individuals within the community. The A-team accomplishes its mission by aiding in the protection of members within the community, supporting change, and bringing awareness of social needs to individuals.

The Advocates of A&M, A-Team, can be followed on several social media platforms:

- Facebook (tamucadvocates)
- Instagram (Tamucadvocates)
- Twitter (tamuc_advocates)

Contact Information for the A-Team: advocates.tamuc@gmail.com

Phi Alpha Honor Society

The purpose of the Phi Alpha Honor Society is to promote humanitarian goals and ideas while strengthening the bond among students, faculty, staff and community at large. Phi Alpha fosters high education standards and invites membership for those who have achieved academic excellence in social work. The Delta Kappa Rho Chapter of Phi Alpha Honor Society at Texas A&M University-Commerce aims to strengthen communities through service projects and produce scholarly research by addressing societal issues and seeking innovative social work practices. Students are encouraged to aspire to and apply for membership in the national honor society, Phi Alpha.

Eligibility

An undergraduate student is eligible for membership after achieving the following national and local chapter (Delta Kappa Rho) requirements:

1. have been admitted to the social work program;
2. must have successfully completed 9 credits of undergraduate Social Work courses (3 classes);
3. have a 3.40 or higher Institutional Grade Point Average (IGPA);
4. be in good standing with the university and School of Social Work.

For more details, contact Advisors:

- Prof. Tammy Sung (tammy.sung@tamuc.edu)
- Dr. Ahfiya Howard (ahfiya.howard@tamuc.edu)

NASW-Texas Social Work Advocacy Day

Students have the opportunity to attend the Social Work Advocacy Day at the Texas Capital. The School of Social Work and the University will provide financial support when resources are available. Students may self-nominate to receive the Andrew Marks Student Advocacy Award during the event. An MSW and BSW student will receive this award for advocacy efforts undertaken to make a change at the local, state, or national level.

NASW-Texas Annual Conference

Students may attend the NASW-Texas Annual Conference and participate as volunteers. The School of Social Work and the University will provide financial support when resources are available.

SCHOLARSHIPS

Title IV-E

The Title IV-E program is a joint initiative between the federal government and the TAMU-C Social Work Program. Its goal is to educate and train future social workers within the Texas Department of Family Services System (DFPS) or a designated Community-Based Care (CBC) agency. Qualified individuals, both BSW and MSW students, receive a stipend to train and work in the child welfare system. Upon graduation, the students will be provided a position with benefits and work eight months in that position for each stipend received. Currently, the stipend amount for BSW students is \$3000.00 for the summer and \$3000.00 for the fall semesters.

Eligible students must complete an interview process with the regional DFPS representatives at the end of the field placement semester, be eligible for graduation with a BSW degree, and pass a variety of background tests, including criminal history, TDFPS, Child Abuse Registry, driving record checks, and any pre-employment assessments from either the DFPS or CBC agency. For additional information, please contact the Title IV-E Coordinator.

Study Abroad Scholarships

Students registered at Texas A&M University-Commerce (TAMU-C) are eligible to apply for study abroad scholarships through the International Programs Office. The University makes such funds available to assist students and to make study abroad opportunities more affordable. Summer programs scholarships are up to \$1,000 and for programs of longer duration \$1,500. All participants in the same program receive the same amount of scholarship support and funds are disbursed directly into student accounts via the Scholarship Office. For more information visit [here](#).

Amy Mallett Social Work Endowment

The Amy Mallett Social Work Endowment is for all students pursuing the Social Work major. For further details visit [here](#).

Brenda Moore School of Social Work Scholarship Endowment

The Brenda Moore School of Social Work Scholarship Endowment Scholarship is for students who are fully admitted to the BSW program and have completed all of the Fall Junior-level Social Work courses with a “B” or better. For more information visit [here](#).

Namseoul Bridge Builder Scholarship

Full-time Social Work sophomore, junior, or senior interested in pursuing study abroad opportunities at Namseoul University In South Korea may apply for the Namseoul Bridge Builder Scholarship. For further details visit [here](#).

STUDENT SUPPORT SERVICES

Academic Support Services

Student Disability Services

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

Texas A&M University-Commerce

Velma K. Waters Library Room 162

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Other Academic Support Services

<p>Financial Aid, Grants and Loans FAO.Web@tamuc.edu 903.886.5096 Website: https://www.tamuc.edu/admissions/cost-and-aid/financial-aid/ For students to make appointment with FAO: https://calendly.com/fao-web/fao-30-minute-meeting</p>	<p>Scholarships Scholarships@tamuc.edu Website: https://www.tamuc.edu/admissions/cost-and-aid/scholarships/</p>
<p>Veterans and Military Services VeteransServices@tamuc.edu 903.886.5123 903.886.5214 Website: https://www.tamuc.edu/veterans-and-military-services/</p>	<p>Office of the Registrar RegOfc@tamuc.edu 903.886.5068 Website: https://www.tamuc.edu/registrar/</p>
<p>Library ask@tamuc.libanswers.com Website: https://www.tamuc.edu/library/</p>	<p>Graduate School Graduate.School@tamuc.edu 903.886.5163</p>

	Website: https://www.tamuc.edu/graduate-school/
Writing Center https://www.tamuc.edu/writing-center/	Student Disability Services StudentDisabilityServices@tamuc.edu 903.886.5150 Website: https://www.tamuc.edu/student-disability-services/

Social, Emotional and Mental Health

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 the 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.

Counseling Center

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/>

Student Advocacy & Support Services

Students work together with supportive staff to discover solutions to the challenges they face as a student. The staff uses a case management approach to assist students in navigating on-campus and off-campus resources. The assistance offered includes:

- Individual meetings to assess concerns of students in distress or crisis
- Referrals to campus and/or community resources
- Consultations with faculty, staff and the community on a variety of issues

- Assist students who need assistance but are unsure which office to contact
- For further information, visit the [Student Advocacy and Support](https://www.tamuc.edu/student-advocacy-support/) webpage at <https://www.tamuc.edu/student-advocacy-support/>

<p>Nikki Barnett Nikki.Barnett@tamuc.edu Director Student Advocacy & Support Services</p>	<p>Jaci Fulton Jaci.Fulton@tamuc.edu Assistant Director Student Advocacy & Support Services</p>
<p>Elisabeth Dillard Elisabeth.Dillard@tamuc.edu Coordinator and Victim Advocate Student Advocacy & Support Services</p>	<p>Maxine Mendoza-Welch Maxine.Mmendo@tamuc.edu Director Student Health Services</p>
<p>Amanda Berry Amanda.Berry@tamuc.edu Title IX Coordinator Civil Rights Administrator</p>	<p>Carrie Williams Carrie.Williams@tamuc.edu Director Student Disability Services</p>
<p>Marcy Louis Marcy.Louis@tamuc.edu Director Student Rights & Responsibilities</p>	<p>Jason Douglas Jayson.Douglas@tamuc.edu Executive Director Student Access & Success</p>
<p>Counseling Center 903.886.5145 Website: https://www.tamuc.edu/counseling-center/</p>	

Technical Support

<p>TK20 Jill Woodruff (Manager Data Systems and Accountability for the COEHS) Jill.Woodruff@tamuc.edu 903.886.5886 <i>(For technical issues regarding sign-in issues, missing binders of students and field instructors, etc.)</i></p>	
<p>Center for IT Excellence Help Desk helpdesk@tamuc.edu 903.468.6000 <i>(For difficulties accessing myLeo Portal, to reset passwords, access forgotten CWID, etc)</i></p>	<p>myLeo Online Brightspace (D2L) https://community.brightspace.com/support/s/ 877.325.7778 <i>(For questions regarding difficulty with on-line Classes on D2L)</i></p>

DEPARTMENT OF SOCIAL WORK DIRECTORY

Faculty and Staff

<p>Gracie Brownell Gracie.Brownell@tamuc.edu MSW Program Director Associate Professor</p>	<p>Brian Brumley Brian.Brumley@tamuc.edu BSW Field Education Director Clinical Instructor</p>
<p>Dashaela Dennis Dashaela.Dennis@tamuc.edu Admin Field Coordinator</p>	<p>Leanne Farquhar Leanne.Farquhar@tamuc.edu MSW Administrative Coordinator II</p>
<p>Ahfiya Howard Ahfiya.Howard@tamuc.edu Assistant Professor</p>	<p>Rebecca Judd Rebecca.Judd@tamuc.edu Associate Professor</p>
<p>Avril Knox Avril.Knox@tamuc.edu MSW Field Education Director Assistant Professor</p>	<p>Benjamin May Benjamin.May@tamuc.edu Associate Professor</p>
<p>Marta A. Mercado-Sierra Marta.Mercado-Sierra@tamuc.edu Assistant Department Head Associate Professor</p>	<p>Brenda Moore Brenda.Moore@tamuc.edu BSW Program Director Assistant Professor</p>
<p>Dawn Nelson Dawn.Nelson@tamuc.edu Clinical Instructor</p>	<p>Lyndsey Norris Lyndsey.Norris@tamuc.edu Clinical Instructor</p>
<p>Wendy Nutt Wendy.Nutt@tamuc.edu BSW Administrative Associate II</p>	<p>Marcella Smith Marcella.Smith@tamuc.edu Department Head Associate Professor Title IV-E PI</p>
<p>Tammy Sung Tammy.Sung@tamuc.edu Clinical Instructor Title IV-E Coordinator</p>	